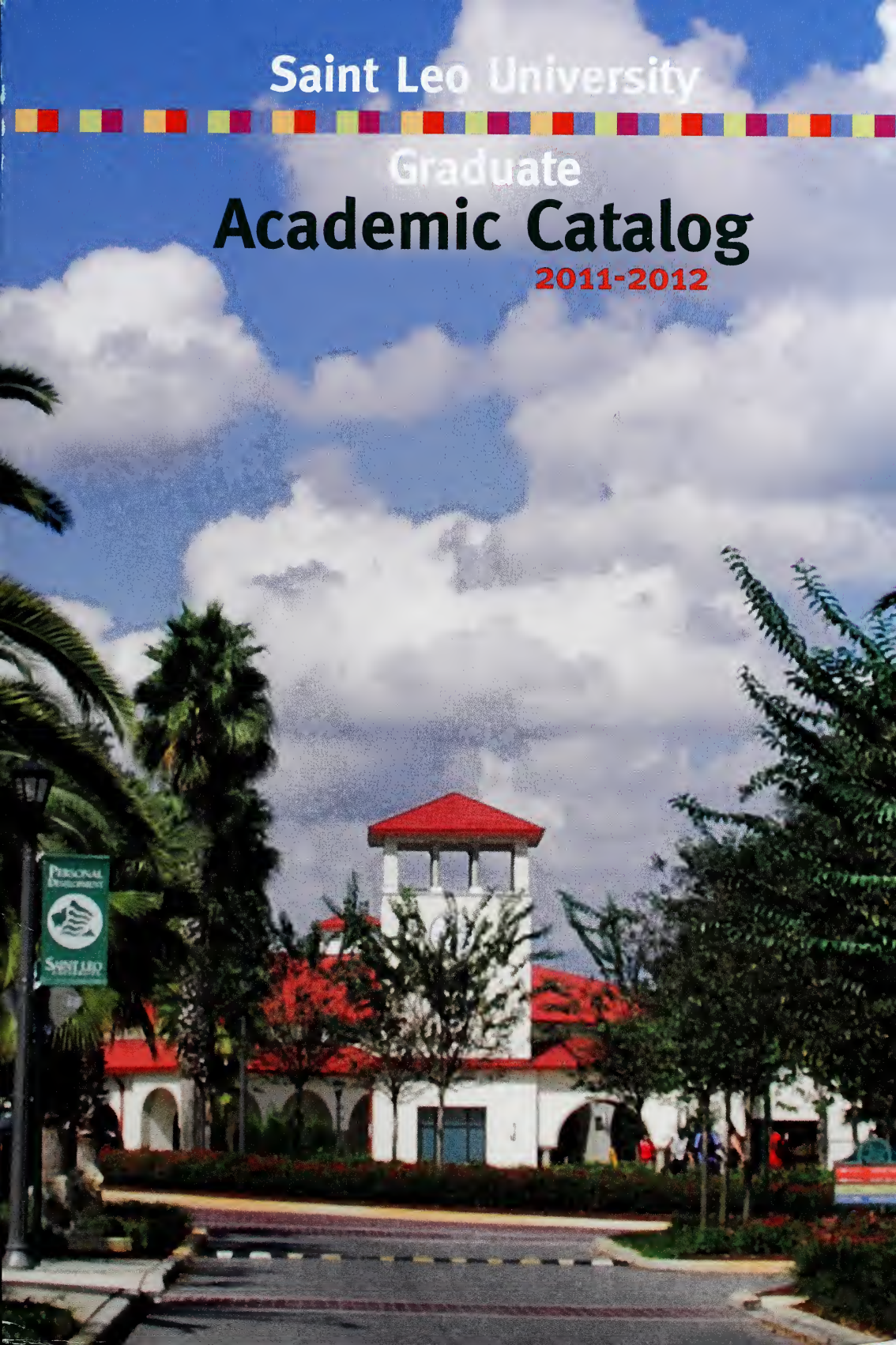
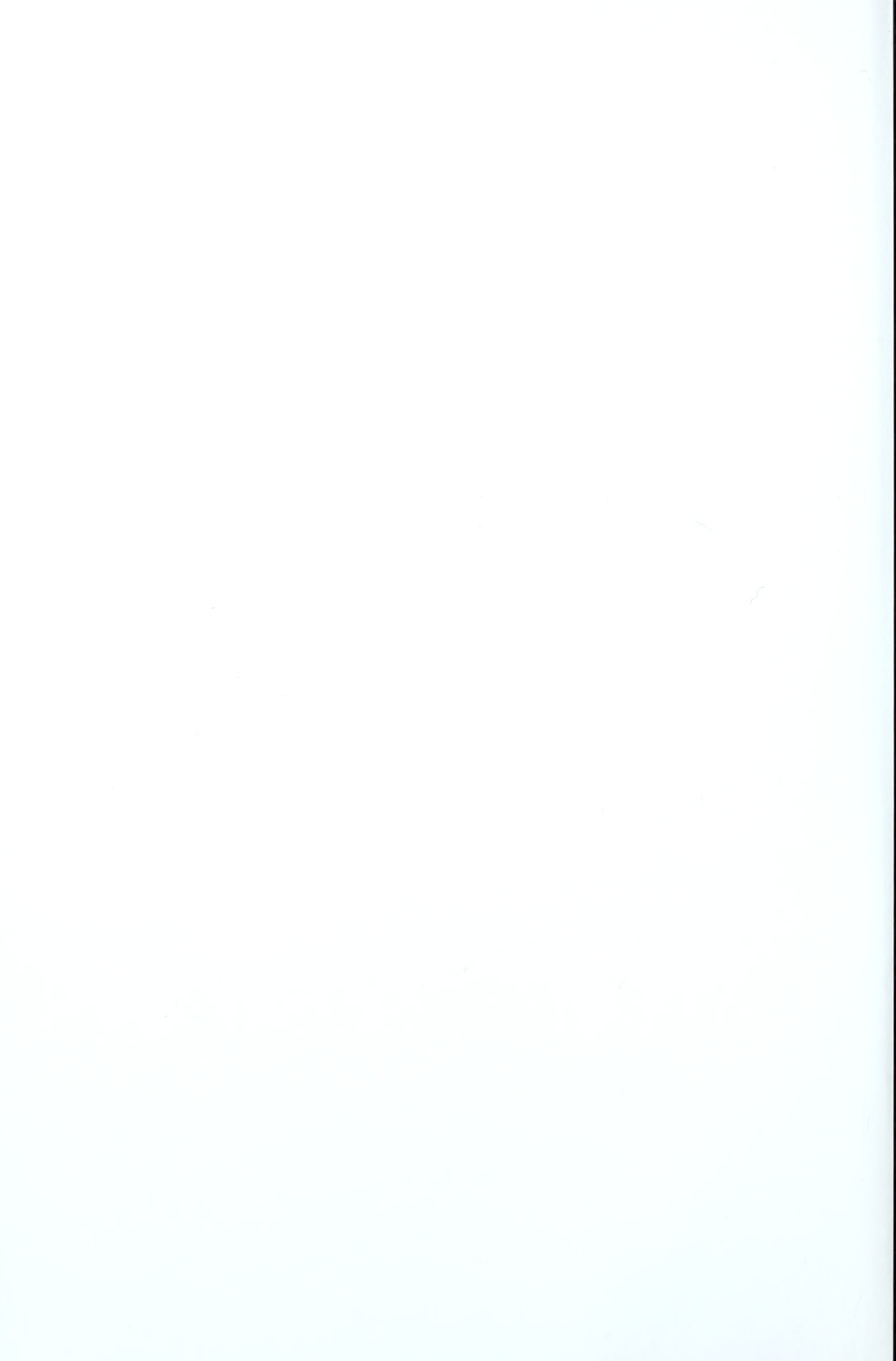


Saint Leo University

Graduate  
**Academic Catalog**  
**2011-2012**





# **Saint Leo University**

## **Graduate Catalog**

Announcements contained in this publication are subject to change without notice and may not be regarded in the nature of binding obligations to the University. The University reserves the right to change any provisions or requirements.

When students matriculate with Saint Leo University, they come under the academic requirements of the edition of the University catalog at that time. Students may graduate under these academic requirements within a period of seven years even though subsequent catalogs may change. Academic requirements include curriculum matters. Grading practices, tuition, fees, and other matters are subject to change at the discretion of the University and are not considered to be “academic requirements.”

Should new changes be to their advantage, students may graduate under the conditions of the newer catalog. However, because academic programs are subject to requirements imposed by outside accrediting or certifying agencies, such outside requirements shall supersede prior conditions.

Saint Leo University is committed to policies that ensure that there is no discrimination on the basis of age, gender, race, color, creed, religion, national origin, or disability. Saint Leo University complies with the Family Educational Rights and Privacy Act of 1974 (as amended).

The University is an Affirmative Action Equal Opportunity employer.



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# President's Message



We are delighted you are pursuing a Saint Leo University degree. Your decision to improve your life, your base of knowledge, your values, and your skills is one of the most significant decisions in your life. Our catalog details the curriculum and academic policies and procedures developed over many years to ensure that our degree programs meet the standards of quality, integrity, fairness, and completeness that assure you a university degree that meets the highest standards of academic excellence.

However, Saint Leo University is not just about policies and procedures. While these are necessary, our University is, most of all, about people with a mission to educate and prepare other people to make a good living and a better life for themselves and their communities. Benedictine monks and nuns founded Saint Leo University. We emphasize today the core Benedictine values of community, respect for all, and responsible stewardship, along with the values of excellence, personal development, and integrity. We work hard in all of our many locations to fulfill our mission and establish environments that manifest these values.

Saint Leo University is a larger and more complicated University than people generally realize. Our enrollment ranks us among the five largest Catholic institutions in the United States. We ranked fourth in the nation for the number of African Americans graduating with a bachelor's degree in business, management, or marketing. We serve more than 16,000 students in California, Florida, Georgia, South Carolina, Mississippi, Texas, and Virginia, and around the world through our 17 centers and our online degree programs. We do so with the same commitment to our Catholicism, to the liberal arts and sciences as the basis of all learning, to student learning and development, and to our values. Saint Leo University puts students first in all of its considerations and promises a commitment to quality in all of its programs. Our aim is to make you a more compassionate, concerned, committed, competent, and confident human being.


Our catalog also details many of the opportunities available to students within and outside the classroom. Please review them carefully with your faculty or academic advisors, who are critical components of our student-first practices.

Welcome to Saint Leo University. We are glad you are here.

A handwritten signature in dark ink, reading "Arthur F. Kirk, Jr." The signature is stylized with a large, flowing "A" and a cursive "Kirk".

Arthur F. Kirk, Jr.

President, Saint Leo University



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# 1: The University

## MISSION STATEMENT

Saint Leo University is a Catholic, liberal-arts-based university serving people of all faiths. Rooted in the 1,500-year-old Benedictine tradition, the University seeks balanced growth in mind, body, and spirit for all members of its community. On its home campus and many extension centers, Saint Leo University offers a practical, effective model for life and leadership in a challenging world, a model based on a steadfast moral consciousness that recognizes the dignity, value, and gifts of all people.

To accomplish its mission, the University community creates a student-centered environment in which love of learning is of prime importance. Members of the community are expected to examine and express their own values, listen respectfully to and respond to the opinions of others, serve the community in which they live, welcome others into their lives, and care for all of God's creations.

## VALUES STATEMENTS

**Excellence**—Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals.

**Community**—Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

**Respect**—Animated in the spirit of Jesus Christ, we value all individuals' unique talents, respect their dignity, and strive to foster their commitment to excellence in our work. Our community's strength depends on the unity and diversity of our people, on the free exchange of ideas, and on learning, living, and working harmoniously.

**Personal Development**—Saint Leo University stresses the development of every person's mind, spirit, and body for a balanced life. All members of the Saint Leo University community must demonstrate their commitment to personal development to help strengthen the character of our community.

**Responsible Stewardship**—Our Creator blesses us with an abundance of resources. We foster a spirit of service to employ our resources for University and community development. We must be resourceful. We must optimize and apply all of the resources of our community to fulfill Saint Leo University's mission and goals.

**Integrity**—The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed.

## HISTORY OF THE UNIVERSITY

Saint Leo University is a Catholic, coeducational liberal arts university offering the associate's, bachelor's, and master's degrees.

The University was chartered on June 4, 1889, when the Florida legislature authorized the Order of Saint Benedict of Florida to "have and possess the right and power of



conferring the usual academic and other degrees granted by any college in this state." Saint Leo University was the first Catholic college in Florida and opened with the dedication of its main building on September 14, 1890.

Established initially by monks from Saint Vincent Archabbey in Latrobe, Pennsylvania, the Benedictine mission in what was formerly called the "Catholic Colony of San Antonio, Fla." was transferred to the jurisdiction of Mary Help of Christians Abbey (now called Belmont) in North Carolina in 1888. Saint Leo University and Abbey are named for its first abbot, Leo Haid, the principal founder and first president of the University.

There were 32 students in the pioneer year of 1890-1891. The basic curriculum was a mix of liberal arts and commercial courses leading to the degree of Master of Accounts. Periodically, the University went through a military phase, with uniforms and required drilling, to instill discipline and order. The first Master of Accounts degrees were conferred on the pioneer graduating class of five students on June 20, 1893.

In 1920 the college was phased out as the faculty decided to focus on becoming what one longtime Benedictine called "a serious English-style prep school." It was accredited by the Southern Educational Association in 1921. After a variety of name changes (including Saint Leo Academy and Benedictine High School), the institution settled on Saint Leo College Preparatory School in 1929 and continued as such until 1964.

Reaching for a larger mission, Saint Leo opened as a college again in 1959. Its efforts were assisted by the neighboring community of Benedictine sisters at Holy Name Priory. Operating first on the associate's level, the college moved quickly to a four-year program and began to again confer bachelor's degrees on April 23, 1967. It was accredited by the Southern Association of Colleges and Schools on November 29, 1967, retroactive to include the charter bachelor of arts class. In 1969 the University was reorganized when the Order of Saint Benedict of Florida transferred title and control to an independent board of trustees.

In a noteworthy broadening of its purpose, which echoed its military roots, Saint Leo responded in 1974 to requests from the armed services to offer degree programs on military bases. In 1994 the University further expanded its service to working adults as it responded to the needs of Florida residents by taking its degree programs to the campuses of community colleges. More recently, in 1998, Saint Leo began offering degree programs over the Internet.

In December 1994, the University was accredited by the Southern Association of Colleges and Universities to offer the master's degree, retroactive to January 1, 1994. In August 1999, Saint Leo College changed its name to Saint Leo University. The eleventh change in the institution's name recognizes the broad reach of Saint Leo today.

## **ACCREDITATION AND AFFILIATION STATEMENT**

Saint Leo University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate's, bachelor's, master's, and specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404/679-4500 for questions about the accreditation of Saint Leo University. Saint Leo University's Donald R. Tapia School of Business received initial accreditation by the International Assembly for Collegiate Business Education (IACBE) in September 1999. Saint Leo University's degree program in social work is accredited by the Commission on Accreditation of the Council on Social Work Education (BSW level). Saint Leo's undergraduate Sport Business program and MBA Sport Business Concentration are accredited by the Commission on Sport Management Accreditation (COSMA). Saint Leo University has Teacher Education Programs approval by the State of Florida Department of Education. Saint Leo University holds membership in the American Coun-

cil on Education (ACE), the Association of Governing Boards of Universities and Colleges, Independent Colleges and Universities of Florida (ICUF), the American Association of Adult and Continuing Education, the National Collegiate Honor Society, the National Association of Independent Colleges and Universities, the University Continuing Education Association (UCEA), the National Association of Institutions for Military Education Services (NAIMES), Servicemembers Opportunity Colleges, the National Catholic Education Association, and the Association of Catholic Colleges and Universities.

Saint Leo University is licensed by the Nonpublic Postsecondary Education Commission organized under the Georgia Department of Education. Address: 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; telephone 770/414-3300.

Saint Leo University Sumter Office, South Carolina, is licensed by the South Carolina Commission on Higher Education. Address: 1333 Main Street, Suite 200, Columbia, SC 29201; telephone 803/737-2260. (Licensure indicates only that minimum standards have been met; it is not equal to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.)

The State Council of Higher Education in Virginia (SCHEV) has certified Saint Leo University (33701 State Road 52, P.O. Box 6665, Saint Leo, FL 33574-6665) to operate in Virginia (Fort Eustis Center, U.S. Army Education Center, 1500 Madison Avenue, P.O. Box 4326, Fort Eustis, VA 23604; Fort Lee Center, 700 Quarters Road, Bldg 12400, P.O. Box 5220, Fort Lee, VA 23801-0220; Langley Center, P.O. Box 65519, Langley AFB, VA 23665; and South Hampton Roads Center, 1481 D. Street, Bldg. 3016, JEB Little Creek-Ft Story, Virginia Beach, VA 23459).

## **ACADEMIC ORGANIZATION AND LOCATIONS**

The Saint Leo University academic degree programs are organized under the Vice President for Academic Affairs. Three Deans for the School of Arts and Sciences, Donald R. Tapia School of Business, and School of Education and Social Services, along with the Directors of Graduate Programs and the Library, report to the Vice President for Academic Affairs. The Vice President of Continuing Education and Student Services supervises the Assistant Vice President of Distance Learning; Registrar; Director for Academic Student Support Services; Assistant Vice President for Student Services; Associate Vice President of Continuing Education; and the Assistant Vice Presidents of the Central, Florida, and Virginia regions. The Vice President of Enrollment and Online Programs supervises the Director of the Center for Online Learning.

Saint Leo University's central campus is University College, located in Saint Leo, Florida, and serving traditional-age students.

The Center for Online Learning provides adults an opportunity to earn associate's and bachelor's degrees completely online.

Degree programs are offered to adult students through the Division of Continuing Education and Student Services at the following regional Continuing Education Centers:

### **California**

San Diego Education Center

Marine Corps Air Station Miramar Education Office

Naval Base Coronado Education Office

Naval Station San Diego Education Office

### **Florida**

Gainesville Education Center

Starke Education Office

Key West Education Center  
Lake City Education Center  
    Madison Education Office  
    Trenton Education Office  
Northeast Florida Education Center  
    Mayport Naval Station Education Office  
    Orange Park Education Office  
    Palatka Education Office  
    Saint Augustine Education Office  
Ocala Education Center  
    Leesburg Education Office  
    Lecanto Education Office  
Tallahassee Education Center  
    Eglin Education Office  
Tampa Education Center  
    HCC SouthShore Education Office  
    MacDill Education Office  
    Saint Petersburg Education Office  
Weekend and Evening Education Programs  
    Brooksville PHCC Education Office  
    New Port Richey PHCC Education Office  
    Spring Hill PHCC Education Office

## **Georgia**

Atlanta Education Center  
    Gwinnett Education Office  
    Marietta Education Office  
    Morrow Education Office  
Savannah Education Center

## **Mississippi**

Columbus Education Center

## **South Carolina**

Shaw Education Center  
    Sumter Education Office  
    Joint Base Charleston–Naval Weapons Station Charleston Education Office  
    North Charleston Education Office

## **Texas**

Naval Air Station Corpus Christi Education Center

## **Virginia**

Fort Lee Education Center  
South Hampton Roads Center  
    Chesapeake Education Office  
    Naval Air Station Oceana Education Office  
    Joint Expeditionary Base Little Creek–Fort Story Education Office  
    Naval Station Norfolk Education Office  
Virginia Peninsula Education Center  
    Fort Eustis Education Office  
    Langley Education Office  
    Newport News Education Office

These Continuing Education Centers offer the associate's and bachelor's degree through both live instruction and Internet-based learning opportunities at times and locations convenient to adults. In addition to classes at each site, these Continuing Education Centers also offer instruction in some workplace locations. See Chapter 4 for a directory of address, telephone, and e-mail information.

## MAJORS/MINORS/SPECIALIZATIONS

### School of Arts and Sciences

Associate of Arts in Liberal Arts

#### Bachelor of Arts

*Majors:*

English with specializations in:

Advanced Literary Study

Dramaturgy

Professional Writing

English with minor in Secondary Education

History

International Studies

Liberal Studies

Mathematics

Political Science

Psychology

Sociology

Theology/Religion

#### Bachelor of Science

*Majors:*

Biology

Biology with minor in Chemistry

Biology with minor in Education

Environmental Science

Environmental Science with minor in Chemistry

Medical Technology with minor in Chemistry

Psychology

*Minors:*

Anthropology

Art

Biology

Chemistry

Dramaturgy

Engineering

English

Ethics and Social Responsibility

History

Homeland Security Certificate/Minor

Interdisciplinary Arts

International Studies

Mathematics

Middle-East Studies Certificate/Minor

Music

Music Ministry  
Philosophy  
Political Science  
Psychology  
Sociology  
Theology/Religion

*Special Areas of Study:*

Honors

Pre-professional Studies

Dentistry

Law

Medicine

Veterinary

Undergraduate Certificate in Pastoral Studies

**Donald R. Tapia School of Business**

Associate of Arts in Business Administration

**Bachelor of Applied Science**

*Major:*

Business Administration

**Bachelor of Arts**

*Majors:*

Accounting

Business Administration with specializations in

Accounting

Logistics

Management

Marketing

Project Management

Technology Management

Communication Management

Human Resources Management

International Hospitality and Tourism Management

Management (offered only at University College)

Marketing (offered only at University College)

Sport Business (offered only at University College)

*Minors:*

Accounting

Economics

Human Resources Management

International Hospitality and Tourism Management

Management

Marketing

Marketing and Sales in Sport

Risk Management in Sport

**Bachelor of Science**

*Majors:*

Computer Information Systems



Computer Science  
Health Care Management

*Minors:*

Computer Programming  
Information Security  
Management Information Systems

*Special Areas of Study:*

Undergraduate Certificate in Information Security

**School of Education and Social Services**

Associate of Arts in Criminal Justice  
Homeland Security Certificate

**Bachelor of Arts**

*Majors:*

Criminal Justice  
Criminal Justice with specializations in  
    Criminalistics  
    Homeland Security  
Elementary Education (grades K-6)  
Human Services  
Middle Grades Education with specializations in (grades 5-9)  
    English  
    Mathematics  
    Science  
    Social Science

*Minors:*

Criminal Justice  
Education  
Leadership

*Special Area of Study:*

Florida Coaching Endorsement

**Bachelor of Applied Science**

*Major:*

Criminal Justice

**Bachelor of Social Work**

*Major:*

Social Work

**Graduate Degree Programs**

*Master of Business Administration*

Accounting Concentration  
Graduate Certificate in Accounting  
Health Care Management Concentration  
Graduate Certificate in Health Care Management  
Human Resource Management Concentration  
Graduate Certificate in Human Resource Management  
Information Security Management Concentration

Graduate Certificate in Information Security Management  
Marketing Concentration  
Graduate Certificate in Marketing  
Sport Business Concentration

*Master of Science in Criminal Justice*

Master of Science in Criminal Justice Administration  
Corrections Specialization  
Critical Incident Management Specialization  
Forensic Psychology Specialization  
Forensic Science Specialization  
Legal Studies Specialization  
Graduate Certificate in Criminal Justice Administration

*Master of Science in Critical Incident Management*

*Master of Education*

Educational Leadership Concentration  
Exceptional Student Education Concentration  
Instructional Leadership Concentration  
Reading Concentration

*Master of Science in Instructional Design*

*Education Specialist (Ed.S.)*

Educational Leadership  
Higher Education Leadership

*Master of Social Work*

Advanced Clinical Practice Concentration

*Master of Arts in Theology*

Graduate Certificate in Theology  
Undergraduate Certificate in Pastoral Studies available for diaconate students

## EDUCATIONAL AND LEARNING GOALS

1. We expect students to demonstrate **intellectual growth**:

- Think critically and independently
- Make informed decisions
- Commit to lifelong learning
- Engage in problem solving
- Exercise reasoned judgment
- Develop quantitative skills
- Learn experientially
- Understand how living things and physical systems operate
- Prepare for graduate study

2. We expect students to demonstrate **effective communication skills**:

- Speak thoughtfully and respectfully
- Listen carefully
- Read critically
- Write clearly
- Present information well

3. We expect students to demonstrate **deepened spiritual values**:
  - Understand Catholic and Benedictine values and traditions
  - Commit to act in concert with one's values
  - Respect differences in belief systems and values
  - Show compassion and empathy
  - Understand the relationships among humans, living things, the universe, and God
  - Balance one's life
4. We expect students to **respond aesthetically**:
  - Appreciate the beauty and balance in nature
  - Develop creativity
  - Demonstrate sensitivity
  - Visualize creative potential
5. We expect students to **prepare for an occupation**:
  - Strive for excellence
  - Develop an international perspective
  - Become competent in managing people/tasks, responding to change, planning innovation, collaborating, applying technology, and acting fiscally responsible
6. We expect students to demonstrate **social responsibility**:
  - Act with integrity
  - Exercise personal responsibility
  - Respect all living things
  - Work for diversity both locally and globally
  - Build community
  - Commit to resource stewardship
7. We expect students to demonstrate **personal growth and development**:
  - Develop self-understanding
  - Learn to manage self
  - Deal with ambiguity
  - Exercise flexibility
  - Strengthen confidence and self-esteem
  - Learn persistence
  - Care for self and physical and spiritual well-being
  - Develop leadership
  - Foster a work ethic
8. We expect students to demonstrate **effective interpersonal skills**:
  - Value successful relationships
  - Participate effectively in group work
  - Cooperate
  - Engage in philanthropy
  - Volunteer

## **Academic Freedom Policy for Students**

Academic freedom is the right of reasonable exercise of civil liberties and responsibilities in an academic setting.

It is the policy of Saint Leo University to give its students the freedom, within the bounds of collegial behavior, to pursue what seems to them productive avenues of inquiry, to learn unhindered by external or nonacademic constraints, and to engage in full and unrestricted consideration of any opinion. All members of the University must recognize this fundamental principle and must share responsibility for supporting, safeguarding, and preserving this freedom.

In order to preserve the rights and freedoms of the students, the University has a formal process for adjudication of student grievances and cases of violations of the Academic Honor Code.

## Academic Honor Code

As members of an academic community that places a high value on truth and the pursuit of knowledge, Saint Leo University students are expected to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Unless otherwise specified by the professor, students must complete homework assignments by themselves (or if on a team assignment, with only their team members). If they receive outside assistance of any kind, they are expected to cite the source and indicate the extent of the assistance. Each student has the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism, or any other form of academic dishonesty.

Academic dishonesty is representing another's work as one's own, active complicity in such falsification, or violating test conditions. Plagiarism is stealing and passing off the ideas and words of another as one's own or using the work of another without crediting the source.

The University will hold students responsible for safeguarding their work against plagiarism by others. For example, papers left on hard drives or flash drives are easily copied, and when two or more students submit papers that are essentially the same, it is often impossible to determine which version was written first and which was plagiarized. In cases of this nature, the actions of all involved will be reviewed by the appropriate Academic Standards Committee, and appropriate sanctions may be awarded to one or all students.

Questions of academic honesty are of great importance to Saint Leo University. Infractions are addressed by the Office of Academic Affairs. When there is a reason to suspect that a student has violated either the University's policy on academic honesty or the faculty member's specific codes as outlined in the course syllabus, the faculty member must discuss the charges and the evidence with the student. Without taking any punitive action, the faculty member will as soon as possible submit a written report of the suspected violation as follows:

1. For students enrolled in University College, the report goes to the Academic Standards Committee.
2. For students enrolled in the Graduate Programs, the report is sent to the Vice President for Academic Affairs, who in turn forwards it to the Graduate Academic Standards Committee.
3. For students enrolled in the Division of Continuing Education and Student Services, the report goes to the Center Director.
4. For students enrolled in the Center for Online Learning, the report goes to the Director of the Center for Online Learning.

The report of the faculty member will normally include these points:

1. The faculty member's charge against the student.
2. The evidence supporting the faculty member's charge.
3. A summary of the discussion between the student and the faculty member, including any admission or denial of guilt by the student.
4. A copy of the course syllabus.

Upon receipt of the faculty member's report, the Undergraduate Academic Standards Committee, the Graduate Academic Standards Committee, or an ad hoc committee appointed by the Continuing Education Center Director will schedule a hearing and inform the student, in writing, of the date and time of the hearing. The Committee will also enclose copies of the faculty member's report.



A student is not permitted to withdraw from a course while the infraction is under investigation. The student is required to attend the hearing. If the student does not attend the hearing, the Committee will render a default judgment with appropriate sanctions.

After reviewing the evidence and hearing the argument of both parties, the Committee will render a decision on the charge and determine any sanctions that are appropriate.

The sanctions for academic dishonesty, such as cheating on an examination, plagiarism, forgery of academic documents (including signing another's name), copying of computer programs or information and similar offenses, are as follows:

1. The minimum sanction for the first offense is a zero for the test or assignment, but the usual sanction is an F in the course in which the violation took place. No provision will be made for the student to receive a W.
2. The minimum sanction for the second offense is an F in the course, but the usual sanction is suspension or dismissal of the student from Saint Leo University.

The student may appeal the decisions of the Committee to the Vice President for Academic Affairs, who may accept or modify any finding, conclusion, or suggested sanction in the Committee's recommendation and issue the final decision of the University as soon as practical. The final authority rests with the Vice President for Academic Affairs.

It is the personal responsibility and obligation of each student to uphold the Academic Honor Code. Students are required to report any observed instance of academic dishonesty to the faculty member.

A new Online Academic Honor Code reporting system was established in fall 2007 for University Campus students, and instances of academic honesty may result in sanctions applied by the faculty member in the classroom. Students will be notified via the Online Academic Honor Code reporting system, and they will have the opportunity to appeal the allegation and/or decision.

## Appellate Process

One of the five key elements of Saint Leo University's mission statement is a commitment to practice a student-centered philosophy of service. The University's objective is to courteously and consistently respond to students' questions and appeals in a timely manner.

Generally, the most effective resolution of a student's question will come from the University administrator or staff member most directly involved in the area of the student's concern. Thus, the first step in answering the student's question is to contact the appropriate office and individual. A departmental listing of individuals to contact regarding specific concerns may be obtained in the School offices, Continuing Education Center offices, the Office of Student Affairs, or the Office of Finance and Accounting. Students attending Continuing Education Centers make their initial contact with their Academic Advisor or the Center Director, who will provide any needed coordination with the Assistant Vice President and/or University Campus offices.

The University's first objective is to accommodate a student's request if so doing does not violate University policy or undermine academic or disciplinary standards. If this is not possible, the next objective is to provide the student enough information so that the student understands the reason for the decision. If the student wishes to appeal the decision, the student must do so **in writing** to the next level of appeal as shown on the departmental listing.

Appeals that are not resolved or explained to the student's satisfaction after the initial appeal(s) must be appealed **in writing** to the Vice President identified in each area within 15 days of the last contact with a University employee. The Vice President will review the student's appeal and render a final decision in writing within 10 days.

For students who are enrolled in a Continuing Education Center in Virginia, after all appeals are completed with the University, a student not satisfied with the University's



decision may forward an appeal to the State Council of Higher Education for Virginia (SCHEV). The appeal must be in writing and sent to The Director, Private and Out-of-State Postsecondary Education, James Monroe Building, 101 North Fourteenth, Richmond, Virginia 23219. The appeal must be submitted no later than 30 days following the decision by the appropriate University Vice President.

## Grade Point Average

The grade point average (GPA) is determined by first multiplying the credit hours attempted by the quality points earned and then dividing the total quality points earned by the total hours attempted. For example:

Course	Hours Attempted	Grade	Quality Points	Total Quality Points
FAS 101	3	A	(4.00)	12.00 (3 × 4)
SPA 111	3	B-	(2.67)	8.01 (3 × 2.67)
CHE 121	3	D	(1.00)	3.00 (3 × 1)
HTY 121	3	F	(0.00)	0.00 (3 × 0)
ENG 121	3	C+	(2.33)	6.99 (3 × 2.33)
	15			30.00

*Grade Point Average: 30.00/15 = 2.0 GPA.*

*Note: Quality points are awarded only for courses taken in residence.*

## Grade Changes

A grade may be changed only by the faculty member administering the course. Changes in grades are permitted only when a computational or input error has been made. A grade change will not be made when a student turns in missing or late work after the last day of the semester/term unless an Incomplete was arranged. When a student elects to appeal a course grade that he or she believes to be improper, the student shall notify the course instructor within thirty (30) calendar days from the date that the grade is recorded. All grades are final three months after they are posted unless a grade appeal, as determined by the appropriate school Dean or the Vice President for Academic Affairs, is still in process.

## Grade Appeal Procedures

The following procedures shall be adhered to reference grade appeals:

1. When a student elects to appeal a course grade that he or she believes to be improper, the student shall notify the course instructor within thirty (30) days from the date that the grade is recorded. If the issue is not resolved between the student and the instructor, the student may proceed to the next step.
2. The appeal must be submitted in writing to the instructor's Dean if for a University Campus student or to the Center or Graduate Director if for an off-campus, online student, or graduate student. The written appeal shall include all originals or copies of the work upon which the grade was based, a syllabus for the course, and a listing of all materials that were to have been graded for the course. The written appeal must also include the course grade the student believes he or she earned and the basis for such belief.
3. Upon receipt of the written appeal and corresponding materials upon which the grade was based, the following action will be taken:
  - a. for appeals filed by University Campus students, the instructor's Dean will assign a full-time faculty member in the appropriate discipline to conduct an assessment of the appeal.

b. for appeals filed by off-campus and online students, the student's Center Director will forward the appeal packet to the University Campus Dean who is responsible for the course discipline. The Dean will handle the appeal as noted in sub-section a above.

4. The assigned full-time faculty member will conduct a thorough assessment of the appeal, including communication with the student if deemed necessary. The list of all materials that were to have been graded for the course must be submitted to the original faculty member for review. If the reviewing faculty member determines there is clear and convincing evidence to support a grade change, the recommendation will be forwarded to the Vice President for Academic Affairs. Although the student filed the appeal for the purpose of being awarded a higher grade, the reviewing faculty member could determine that the instructor's original grade was in fact liberal; therefore, the recommendation would be to lower the grade. Should the reviewing faculty member find no clear and convincing evidence to support a grade change, he or she will forward the finding to the Dean, who will in turn notify the student in writing with copies to the Vice President for Academic Affairs and the Dean or Center Director who initiated the faculty review.

5. Upon receipt of a recommendation for a grade change from a reviewing faculty member, the Vice President for Academic Affairs will evaluate the recommendation and make a final determination concerning the student's grade. The student and the instructor will be notified in writing. Once a final decision has been made at this level, the student shall not have any further appeals. Any change of grade will be initiated by the Vice President for Academic Affairs through the Registrar's office.

All written grade appeals will be completed within sixty days from the date of receipt unless the Vice President for Academic Affairs grants an extension.

6. In those cases where the reviewing faculty finds no evidence to justify a change in grade, the student may appeal to the Vice President for Academic Affairs. Upon reviewing the appeal and faculty review, the Vice President for Academic Affairs will make a final, non-appealable decision. The student and instructor will be notified of the decision in writing.

7. All grades are final three months after they are posted unless a grade appeal, as determined by the appropriate school Dean or the Vice President for Academic Affairs, is still in process.

## **Grade Reports and Permanent Records**

All official grade reports are available on the University's online student information system, known as eLion.

Permanent academic records of all students are maintained by the Registrar. Disciplinary records of University College students are maintained by Student Affairs. Disciplinary records of Division of Continuing Education and Student Services students are maintained by the Division of Continuing Education and Student Services. Disciplinary records of Graduate Program students are maintained by Graduate Programs.

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), is a federal law which requires that the University maintain the confidentiality of students' educational records and establish a policy for annually notifying students of their rights under the law and how they may exercise those rights.

In accordance with FERPA, Saint Leo University allows access to a student's educational records to all University officials who have a legitimate educational interest in the student's records. The University does not disclose or allow access to any information from students' educational records to anyone outside the University **except** (a) to officials of another institution in which the student intends to enroll; (b) to authorized representatives of the comptroller general of the United States, the secretary of the United States, or state educational authorities; (c) to determine eligibility or for enforcement of financial aid programs; (d) to state agencies which require disclosure under state laws existing before

November 19, 1974; (e) to organizations conducting certain studies for or on behalf of the University; (f) to accrediting organizations to carry out their functions; (g) to parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954; (h) to comply with a judicial order or lawful subpoena; (i) to appropriate parties in a health or safety emergency; (j) directory information as designated by the University; (k) as otherwise allowed by law; or (l) when the student has provided written consent.

For all outside disclosures of information that are made without the written consent of the student, the University maintains a record in the student's file of the name of the party who obtained the information and the legitimate interest which the person had in obtaining the information.

The University has designated the following as directory information: student name, address, telephone number, e-mail address, date and place of birth, major, minor, dates of attendance, degrees, awards and honors received, the most recent educational institution attended, participation in recognized activities, and height and weight of members of athletic teams. As stated above, directory information may be released without the student's prior written consent unless the student has requested that directory information be withheld by completing a Request to Withhold Directory Information Form, which may be obtained in the Office of the Registrar or in the Regional Continuing Education Center office. The request will remain on file until withdrawn by the student.

Students are notified of their rights under the act by accessing the FERPA information on the eLion online system. Students have the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is not satisfactory, and to submit explanatory statements for inclusion in their files if the decision of the hearing is unsatisfactory. Students wishing to review their educational records must make written requests to the Registrar listing the items of interest. The records will be provided within 30 days of the request. Students may request that copies be made of their records, with charges being assessed at the prevailing rate set by the Registrar.

Educational records do not include records of instructional, administrative, and staff personnel, which are the sole possession of the maker and are not accessible or revealed to any individual; records of the security department as they pertain to law enforcement; student health or psychological records; and employment records or alumni records that do not relate to the person as a student. A licensed physician selected by the student may review health records. In addition, students do not have the right to inspect or review the financial information submitted by their parents, confidential letters and recommendations to which the right of inspection has been waived, and educational records containing information about more than one student, in which case students will be permitted access only to the parts of the record that pertain to them.

Students who believe that their educational records as maintained by the University contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights may request that the Registrar amend the records. The Registrar will review the request and render a written decision within 30 days of the request. If the student's request is denied, the student may request a formal hearing in writing. The hearing panel will be designated by the Vice President for Academic Affairs and will schedule a hearing within 30 days of the student's request. The student will be provided with a reasonable notice of the date, place, and time of the hearing. At the hearing, the student may present evidence relevant to the issues and may be assisted by persons of his or her choice, including attorneys, but at his or her own expense. The decision of the hearing panel is final and will be based solely on the evidence presented at the hearing. The decision will include a summary of the evidence and the reasons for the decision and will be forwarded to the student and all interested parties. If the decision requires that the student's record be amended, the appropriate University official responsible for maintaining the record will correct the record. If the student is dissatisfied with the decision of the panel, he or she



may place a statement in his or her educational record commenting on the information in the record. Such statement will be released whenever the record is disclosed.

## **Transcript Requests**

Official transcripts of the permanent record may be released to a student or to others with the student's written permission. Requests for transcripts must bear the student's signature (required by the Family Rights and Privacy Act of 1974). Each request must contain the student's Social Security number, number of transcripts required, and the complete mailing address to which each transcript is to be sent. The University will provide a transcript upon request and upon completion of at least one course with Saint Leo University.

Transcripts should not be requested until the grade report for the preceding term has been received. All incomplete work (I) must be completed by the conferral date. Transcript requests may be delayed until degree conferral has been completed. There is a \$7.00 fee for each transcript requested.

Students requesting transcripts must be financially cleared at the time the request is received by the Registrar for processing. If a student is clearing a financial obligation at the time of the request, clearance to release the transcript could take up to ten working days. If a student is financially cleared at the time the request is received, processing will be completed within two working days. All transcript requests should be ordered directly from the Registrar, MC 2278, P.O. Box 6665, Saint Leo, FL 33574.

Rush requests may be faxed to 352/588-8390 and must be paid by credit card only. To order using a credit card, the following information must be provided: type of credit card, account number, and expiration date. Rush and overnight delivery is available for an additional charge of \$32.00. Students may also submit transcript requests using eLion.

Saint Leo University students who transfer the University's credits or degree programs to other colleges or universities are advised to contact the receiving school concerning recognition. The receiving school will make the decision on transferability.

## **Academic Residence Requirements**

To satisfy academic residence requirements for the master's and bachelor's degrees, students must complete a minimum of 30 credits at Saint Leo University. For the bachelor's degree, a minimum of 15 of the 30 hours required to be taken at Saint Leo University must be in the major. University College students must also be in attendance during the last two semesters. To satisfy academic residence requirements for the associate's degree, students must complete a minimum of 15 credits at Saint Leo University.

Students with a bachelor's degree awarded from another accredited institution must complete academic residence requirements and all other degree requirements. Students may not earn two bachelor's degrees unless the student fulfills the requirements of two majors for which two different types of bachelor's degrees are awarded, such as a bachelor of arts for a major in accounting and a bachelor of science for a major in biology.

## **Student Honor Societies**

The *Alpha Alpha Alpha* chapter of Sigma Tau Delta, the international English Honor Society, was chartered in 1990 to brevet distinction upon undergraduates, graduates, and scholars in academia, as well as upon professional writers who have recognized accomplishments in linguistic or literary realms of the English language. To be eligible for membership, a student must have earned at least 45 hours of University credit, completed a minimum of two University courses in English language or literature beyond the usual requirements in first-year composition, and earned a GPA of 3.50 or better overall and in English.

*Alpha Mu Alpha* is the national marketing honor society for qualified marketing students and marketing faculty. Since its inception in 1937, the American Marketing Asso-

ciation (AMA) has remained committed to the advancement of excellence in the field. It was this commitment that which fostered the establishment of Alpha Mu Alpha in the spring of 1981. All marketing students who are members of the AMA and hold a minimum overall GPA of 3.25 are eligible.

*Alpha Phi Sigma* is the only national criminal justice honor society for criminal justice majors. The society recognizes academic excellence of undergraduate, graduate students of criminal justice, as well as juris doctorate. The Association of College Honor Societies was organized on October 2, 1925, by a group of college and university teachers, administrators, and representatives of a few well-established honor societies. Its object was then and is now to consider problems of mutual interest such as those arising from the confusion prevailing on college campuses concerning the character, function, standards of membership, multiplicity, and undesirable duplication of honor societies; to recommend action leading to appropriate classification or elimination; and to promote the highest interest of honor societies. Alpha Phi Sigma was granted membership by the Association of College Honor Societies in 1980.

*Beta Beta Beta* is the national honor society for the biological sciences. The Saint Leo University chapter, Sigma Omega, was chartered in 2003. The society is dedicated to improving the understanding and appreciation of biological study and extending the boundaries of human knowledge through scientific research. Members pledge themselves to promote scholarship in the biological sciences, to promote the dissemination of biological knowledge, and to encourage research. Since its founding in 1922, more than 175,000 individuals have been accepted into lifetime membership in the society, and more than 430 chapters have been established throughout the United States and Puerto Rico. Individuals seeking undergraduate membership in the society must be majors in the biological sciences; are normally at least in the second semester of their sophomore year; have completed at least three courses in the biological sciences, at least one of which is beyond the introductory level; and have maintained a GPA of "B" or better in their major.

The Saint Leo University student honor society *Delta Nu* is a member of the Delta Epsilon Sigma National Scholastic Honor Society, which was founded in 1940 for students, faculty, and alumni of colleges and universities with a Catholic tradition. The purposes of the society are to recognize academic accomplishments, to foster scholarly activities, and to encourage a sense of intellectual community among its members. To be eligible for membership, a student must have acquired 60 credit hours, be able to demonstrate leadership and service to others, and maintain a GPA of 3.50.

The *Iota Gamma* is a chapter of the Phi Alpha Honor Society, which is a national honor society for social work students. The society was chartered in 1962 for the purposes of providing a closer bond among students of social work and promoting humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers. The requirements for membership are social work as a major, sophomore status, completion of eight semester hours or 12 quarter hours of required social work courses, an overall GPA of 3.0, and a 3.25 GPA in required social work courses.

*Kappa Delta Pi* is the international honor society in education. Founded in 1911, the purpose of the society is to recognize excellence and foster mutual cooperation, support, and professional growth for educational professionals. Membership has included such exceptional educators as John Dewey, Jean Piaget, Howard Gardner, Eleanor Roosevelt, Alfie Kohn, and Albert Einstein. Over 50,000 of the brightest scholars and practitioners are members today. The Saint Leo chapter, Alpha Delta Alpha, was chartered in 2007. To be eligible for membership, students must have a minimum GPA of 3.4 and be recognized for excellence not only in academics but also in service and in educational practice. The motto of KDP is "*So to teach* that our words inspire a will to learn; *So to serve* that each day may enhance the growth of exploring minds; *So to live*, that we may guide young and old to know the truth and love the right."



*Lambda Pi Eta* is the official communication studies honor society of the National Communication Association. Founded in 1985, the society now has more than 400 active chapters at four-year colleges and universities worldwide. The Saint Leo University chapter, Omega Chi, was chartered in 2011. The name Lambda Pi Eta is represented by the Greek letters L (Lambda), P (Pi), and H (Eta), symbolizing what Aristotle described in his book *Rhetoric* as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defined as character credibility and ethics. The society's goals are to recognize, foster, and reward outstanding scholastic achievement in communication studies; stimulate interest in the field of communication; promote and encourage professional development among communication majors; provide an opportunity to discuss and exchange ideas in the field of communication; establish and maintain closer relationships between faculty and students; and explore options for graduate education in communication studies.

*Phi Alpha* is the national honor society for undergraduate and graduate social work students. Established in 1960, there are currently 106 chapters in the United States. The purposes of Phi Alpha are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarships and achievement in social work. To be eligible for membership, one must declare social work as a major, have achieved sophomore status, complete nine semester hours of required social work courses, achieve an overall GPA of 3.0 (on a 4.0 scale), and achieve a 3.25 GPA in required social work courses.

For community college transfer students, Saint Leo has an alumni chapter of *Phi Theta Kappa* (PTK), the international honor society of two-year colleges.

*Pi Sigma Alpha* is the national honor society for undergraduate and graduate political science students. There are currently over 500 established chapters at American colleges and universities. The Saint Leo University chapter is Omega Epsilon. The society contributes to University life through sponsored campus visits by political leaders, community forums on political issues, and student site visits. In 2002, Omega Epsilon received a national award as one of three outstanding chapters of Pi Sigma Alpha. To be eligible for undergraduate membership, an individual must have completed at least ten semester hours of work in political science, including at least one course at the upper-division level; maintained a GPA of "B" or higher in all political science courses; maintained general scholarship sufficient to be placed within the upper third of one's class; and fulfilled any additional requirements prescribed by the local chapter. Associate memberships are also available to students wishing to participate in chapter activities who do not as yet meet the national requirements.

*Psi Chi* is the national honor society in psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association and American Psychological Society. Psi Chi functions as a federation of chapters located at more than 875 senior colleges and universities in the United States. The Saint Leo Psi Chi chapter was founded in 1997. The national organization's requirements for membership are completion of at least three semesters of college, completion of nine semester hours of psychology courses, registration for a major or minor in psychology, and undergraduate overall cumulative GPA of 3.00 and rank in upper 35 percent of their class (sophomore, junior, or senior) in general scholarship. Students also must have a 3.00 GPA in psychology courses.

*Public Safety Honor Society* (PSHS) is an international honor society for undergraduate and graduate criminal justice and/or public safety students. Established at Saint Leo University in 2008, the Public Safety Honor Society was formulated through the Society for Public Safety (SPS). The foundation for the Honor Society is enriched by the Global Proclamation of SPS as it is erected by five separate and distinct pillars, which are

the supporting braces of five individual walls. Each wall is interconnected to one another and aids in the delineation of responsibilities to provide public safety to all humanity. The pillars—criminal justice, emergency management, fire science, psychology, and maritime—have thus shaped the five sides of the pentagon that formed the symbol of the Society for Public Safety and the Public Safety Honor Society. The organization's vision is to recognize academic excellence and to promote public safety awareness, educational growth, and professional growth. To be eligible for membership, one must declare criminal justice or a public safety program as a major, have completed 60 credits within that program, and maintain a 3.0 GPA on a 4.0 scale.

The National Society of Leadership and Success—*Sigma Alpha Pi*—began with a vision of its founder, Gary Tuerack, who wanted to build a community to truly impact lives in a positive and lasting way. He teamed together a nationwide effort of professional speakers and staff members at universities who believed in the mission of making a long-term positive impact in people's lives and began creating a program designed to offer continual motivation and support, with accountability steps to help people take the necessary actions to achieve their goals. The vision was to create a community where like-minded success-oriented individuals could come together to learn from and support one another. The vision included a supportive group dynamic with presentations from the nation's top presenters along with proven useful tools and strategies for achieving goals. The society began with 131 members at 16 chapters in the first year. As word of mouth spread and the offering improved, the society rapidly continued to grow, and still continues today. The society was chartered at Saint Leo University on April 23, 2008.

*Sigma Beta Delta*, the international honor society in business, management, and administration, was founded in 1994. The Saint Leo chapter was established in 1994 as one of the founding chapters. Sigma Beta Delta was established to encourage and recognize scholarship and accomplishment among students of business, management, and administration and to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Sigma Beta Delta espouses three principles: wisdom, honor, and meaningful aspirations. Sigma Beta Delta members are challenged to pursue wisdom throughout their lives, to accept honor as a constant companion throughout their lives, and to aspire to goals that will chart them on the path of wisdom and honor throughout their lives. Sigma Beta Delta inducts eligible students and qualified faculty based on their sustained scholastic and personal achievement in business, management, and administration and a dedication to the principles of wisdom, honor, and meaningful aspirations.

*Theta Alpha Kappa (TAK)*, national honor society for religion studies and theology, exists to encourage, recognize, and help maintain excellence within the academic study of religion and theology. It does this primarily by recruiting and chartering local chapters in appropriate, qualified institutions of higher learning—which chapters, in turn, exist to pursue these same purposes in a local context through their various activities and induction of qualified students. Secondly, through its *Journal* and other programs, TAK seeks to pursue these purposes within a national and (hopefully in future) an international context. TAK is held to high standards in supporting and recognizing these scholarly pursuits by its status as a member society in the Association of College Honor Societies, as a related scholarly organization of the American Academy of Religion, as an affiliated society of the Council of Societies for the Study of Religion, and as a nonprofit, educational corporation in the State of New York. In each case TAK has committed itself—through its incorporation papers and constitution—to these purposes and high standards.

## Disability Services

Saint Leo University is committed to a policy that provides an equal opportunity for full participation of all qualified individuals with disabilities in accordance with the ADA-AA. The University prohibits discrimination on the basis of disability in admission or access to

its educational programs and associated activities. Appropriate academic accommodations and services are coordinated through the Office of Disability Services, which is located in the Student Activities Building. In accordance with federal regulations, the Office of Disability Services is the only authority in the University that may determine and approve accommodations under ADA-AA. Students with disabilities who require accommodation should contact the office as soon as possible. Students seeking accommodations are responsible for providing the University with recent documentation of their disabilities at the time they are requesting services. Students may access the Policy and Procedure Manual through the Saint Leo website or visit the Office of Disability Services for a copy of the manual.

## **University Library Services**

University Library Services provides instruction, information resources, and services needed by students pursuing their education and seeking an understanding of themselves, their world, and their Creator. The Daniel A. Cannon Memorial Library faculty and support staff offer direct personal assistance to all students, whether on the University Campus, at Continuing Education Centers, or at the Center for Online Learning. Library acquisitions are carefully selected to support the curriculum and to provide information resources in a variety of formats.

Located on the University Campus and overlooking Lake Jovita, the Daniel A. Cannon Memorial Library provides a welcoming environment for individual and group study and research. The three-level library building houses book, electronic, audiovisual, and instructional materials collections as well as an extensive periodicals collection. Electronic resources complement and enhance traditional print and nonprint information resources. Workstations for accessing the library's online catalog (LeoCatVoyager) and multiple research databases are located throughout the building. Additionally, the fully automated library maintains an education resources center, a media services center, and a student computer lab. The Hugh Culverhouse Computer Instruction Center includes Sprint electronic classrooms and a video teleconferencing classroom. The University Archives are also housed in the library building.

Library faculty regularly conduct classes in information retrieval and library research skills. Because many students will use the library's resources from a distance, an online orientation to the library and its resources is available to all students wherever they are located. The online orientation includes tutorials on the use of LeoCatVoyager, research databases, Internet search engines, and other selected reference sources, as well as general information literacy issues.

The library web page (<http://www.saintleo.edu/Academics/Library>) offers remote access to the library's resources and services for off-campus students enrolled at Continuing Education Centers or the Center for Online Learning. This web page provides easy access to the library's information retrieval system, libraries of ebooks, and multiple research databases that include many full-text articles.

In addition to serving as the gateway to academic research for both distance learners and University Campus students, the library website includes an Ask-A-Librarian feature as well as links to selected reference sources available on the Internet. Online request forms further aid document delivery and interlibrary loan services, while a toll-free number to the reference desk affords direct person-to-person communication with a librarian concerning reference, database research, bibliographic search, circulation, inter-library loan, document delivery, and course reserve services.

Besides the resources of the Daniel A. Cannon Memorial Library, University Library Services also provides regional librarians for the Continuing Education Centers, as well as a librarian dedicated to serving the University's online program. Additionally, the Daniel A. Cannon Memorial Library establishes cooperative agreements with local librar-



ies and host institutions for use of library resources by students enrolled in Saint Leo University Continuing Education Centers.

University Library Services are further strengthened by participation in networks and cooperatives for interlibrary loan exchanges throughout the United States and globally. The Cannon Memorial Library is a charter member of the Tampa Bay Library Consortium and a participant in Ask-A-Librarian, Florida's newest and largest collaborative online reference service. The library is also an active member of the Florida Library Information Network, ICUF Libraries, LIRN (Library & Information Resources Network), OCLC, and SOLINET.

## Computer Usage Guidelines

University-owned or -operated computing resources are provided for use to faculty, students, staff, and authorized associates of Saint Leo University. All faculty, students, staff, and associates are responsible for use of Saint Leo University computing resources in an effective, efficient, ethical, and lawful manner. The following guidelines relate to the use of these computing resources:

1. Computing resources and accounts are owned by the University and are to be used for University-related activities. All access to computer systems managed by University Technology Services, including the issuing of passwords, must have prior approval.
2. Computing resources and accounts are to be used only for the purpose for which they were assigned and are not to be used for commercial purposes or non-University related activities. The continued use of an account after the student enrollment or faculty/staff/associate employment ends is considered a non-University related activity, except for e-mail accounts used by alumni.
3. Individuals must not use an account assigned to another individual, including student accounts, without written permission from either University Technology Services or the division that granted the account. Faculty, students, staff, and associates are individually responsible for the proper use of their accounts, including proper password protection and appropriate use of Internet resources. Allowing friends or nonauthorized individuals to use accounts, either locally or through the Internet, is a violation of these guidelines. It is recommended that account holder change the account password at least once per semester.
4. Data files are confidential. Computing Services or departmental staff may access others' files when necessary for the maintenance of University records, the maintenance of computing systems, validation of online coursework, or during investigation of serious incidents. The latter would require the approval by the appropriate institutional official, or as required by local, state, or federal law.
5. University computing resources may not be used to intimidate or create an atmosphere of harassment based upon gender, race, religion, ethnic origin, creed, or sexual orientation. Fraudulent, threatening, or obscene e-mail or graphical displays used to harass or intimidate others are prohibited. Chain letters, mass mailings, and repeated sending of e-mail after being requested to stop are also examples of inappropriate uses of University electronic communications resources. Users will abide by applicable federal and state laws.
6. No one should deliberately attempt to degrade the performance of a computer system, including network resources, or to deprive authorized users of resources or access to any University computer system in any way including the intentional distribution of spam or malware.
7. It is a violation of these guidelines to use unauthorized knowledge of a password to damage any computing systems, obtain extra computing resources, take resources from another user, gain access to computing systems, or use computing systems for which proper authorization has not been given—either on-campus or off-campus.

8. Software use must conform to copyright laws and licensing agreements.
9. For the protection of all Saint Leo University computer users, an individual's computer use privileges may be suspended or restricted immediately upon the discovery of a possible violation of these guidelines or other campus policies. Whenever possible, users whose computer access has been restricted or suspended will be notified of the restrictions and the means for resolving the matter. Individuals who violate these guidelines will be subject to sanctions as outlined in the University's Employee Handbook, Student Handbook, or Academic Honor Code. All such cases will be forwarded to the appropriate officer of the University for action.

## **Application for Graduation**

Students must make formal application for graduation in their School office, the Graduate Studies office, or the Regional Continuing Education Center office. A fee is required for graduation, even if the student chooses not to participate in the graduation exercises.

In order to provide time for a thorough research of the applicant's record, the application must be submitted two semesters/terms prior to the anticipated graduation date in order to allow a degree audit.

The conferral date is determined upon completion of all requirements listed under **degree requirements** (see Chapter 2), including the completion of all incomplete work and receipt and posting of all transfer credit. The conferral date will be the day after the last day that all requirements are completed.

## **Commencement Exercises**

Each year at the completion of the spring semester, the University holds formal graduation ceremonies with academic regalia at the University Campus and at the Continuing Education Centers. University College, Graduate Program, Center for Online Learning, and Weekend and Evening Program Center students who have met all the requirements of Saint Leo University for receipt of the master's or bachelor's degree and have met all financial obligations may participate in commencement ceremonies on University Campus. Students who have a maximum of two courses left for degree completion at the end of the spring semester may request permission from their School Dean or Center Director to participate in the commencement ceremonies if they can provide evidence that all remaining coursework will be completed by September 1 following graduation exercises.

The Continuing Education Centers have separate graduation and commencement ceremonies, although students receiving a bachelor's degree from a Continuing Education Center can request permission to attend the ceremony on University Campus. Requests are directed to the appropriate Assistant Vice President of the Division of Continuing Education and Student Services through the Center Director.

## **ADMISSIONS POLICIES AND PROCEDURES**

Saint Leo University is committed to policies that ensure there is no discrimination on the basis of age, gender, race, color, creed, religion, national origin, or disability. The University prohibits discrimination on the basis of disability in admission or access to its educational programs and associated activities.

Students with disabilities requiring special services should identify themselves and their needs to the Office of Disability Services, Admission Office, Continuing Education Center, or Graduate Studies Office as soon as possible after receiving notification of their admission to the University.

## **Appeal of Admission Decision**

Applicants denied admission to Saint Leo University may appeal the decision by filing a written request for review to the Vice President for Enrollment within 30 days of the deci-



sion. The applicant may submit additional documentation, which will be reviewed along with all previously submitted credentials. The applicant will be informed of the decision within 30 days of the receipt of the request for review.

## **Student Financial Assistance**

For information about financial assistance, see Chapter 2.

## **STUDENT SERVICES**

The Division of Student Services assists, nurtures, and supports students and their peer communities through programs and services that encourage intellectual, interpersonal, and spiritual development. The staff is strongly committed to the total development—mind, body, and spirit—of each student within our University community. This is accomplished through the development of a healthy and positive community that enables each student to develop social and interpersonal skills, foster leadership skills, explore career opportunities, cultivate sound ethical and moral principles, deepen spiritual commitments, and formulate a philosophy of life that embraces our Benedictine-inspired values of community, respect, excellence, personal development, responsible stewardship, and integrity.

Departments within the Division of Student Services are designed to assist a student's growth and development as a whole person by assisting all students in becoming more involved with campus activities and organizations. Saint Leo University recognizes that working with others through out-of-classroom projects, activities, and events develops leadership, promotes community on the University campus and at the Division of Continuing Education and Student Services Centers, creates a vibrant student life experience, and generates strong school spirit for all.

## **Campus Life**

As active members of the University community, students are encouraged, individually and collectively, to express their views on institutional policy and matters of general interest to the student body. University College students can participate in the formulation and application of institutional policy, affecting both academic affairs and student services, through standing committees, the Student Government Union, and numerous ad hoc committees and organizations. Any students concerned with an academic issue should contact the department director, School Dean, or Center Director. All issues concerning student life should be directed to the Associate Vice President for Student Services.

## **Code of Conduct**

### **Students' Rights and Responsibilities**

As members of the Saint Leo University community, students can expect to be afforded certain basic rights and can also expect to be held accountable for certain basic responsibilities. Therefore, to maintain standards that contribute to the intellectual, spiritual, and moral development of students and ensure the welfare of the University community, Saint Leo University has established its Code of Conduct, part of which appears below.

Saint Leo University is an educational environment dedicated to fostering intellectual achievement, personal development, and social responsibility. The disciplinary system is an integral part of our educational process. While a University education is primarily academic and intellectual in nature, it also includes the development of core values that translate into responsible behavior. Students are expected to display respect for individuals and their rights within the Saint Leo University community setting. Persons at Saint Leo University locations are expected to express themselves through conduct that does not deny other individuals the freedom to express their own individuality socially, emotionally, intellectually, and spiritually, and does not deny other individuals their rights.

Saint Leo University maintains the right to dismiss or suspend any student for reasons that the administration deems to be in the best interest of the University.

For the full text of the Code of Conduct, please go to [www.saintleo.edu/Campus-Life/Code-of-Conduct](http://www.saintleo.edu/Campus-Life/Code-of-Conduct).

## **Admission to Class**

Faculty are required to admit to class only those students with appropriate documentation as directed by the Registrar.

## **Classroom Misconduct**

Saint Leo University students are expected to conduct themselves at all times in accord with good taste and observe the regulations of the University and the laws of the city, state, and national government.

All University community members—faculty, staff, employees, students—have the right and obligation to report violations of civil or University regulations to the Vice President of Academic Affairs.

Should a University community member encounter a disruptive student, the student shall be asked politely, but firmly, to leave the classroom (or wherever the locus of disruption). A University community member has the authority to do this if the student is acting in a disruptive manner. If the student refuses, the appropriate office will be notified.

## **Personal Abuse**

All members of the University community and guests are entitled to be free from harassment, coercion, sexual harassment, threat, disrespect, and intimidation. Any statement or action that damages or threatens the personal and/or psychological well-being of a person will not be tolerated.

Personal abuse not only occurs when directed to the individual but can also occur in the presence of the individual.

Students who feel that they have been subject to personal abuse by a faculty member, staff member, or another student should report the incident to the Associate Vice President for Student Services, School Dean, or Center Director.

# **OFFICE OF UNIVERSITY MINISTRY**

## **Mission and Purpose**

University Ministry serves the religious and spiritual development, as well as the personal and social justice concerns, of all the students, faculty, and staff of Saint Leo University. From the wisdom tradition of our Benedictine-inspired heritage, we emphasize the spiritual and religious importance of learning and learning well. From the world-engaging spirit of the Second Vatican Council, we encourage a spirituality where people claim and develop their natural and human gifts for the service of others, especially for the poor and forgotten. Because we are a Catholic university, we give special attention to nurturing the Catholic identity and self-understanding of Catholics in our community, as well as offering joyful and meaningful worship.

However, Catholicism is not an ideology we impose but a gift we share. Other members of the Saint Leo Community are always welcome to join any specifically "Catholic" activity that University Ministry offers. In actual fact, the majority of our activities, such as Samaritans (community service and social justice outreach), retreats, and mission/service trips, are strictly ecumenical—that is, open and welcoming to all Christians as well as to our brothers and sisters of the Jewish, Muslim, and other faith traditions.

As part of the larger mission of Saint Leo University, University Ministry supports and educates for our core Benedictine-inspired values of excellence, community, respect, personal development, responsible stewardship, and integrity. University Ministry

especially promotes the Benedictine-inspired values of community building and hospitality on campus and in our residence halls. We emphasize in a positive way wherever we can that we truly are "our brothers' and sisters' keepers" (Genesis 5). Here at Saint Leo we are family and belong to one another. We are called to hold one another in sacred trust and never to violate that sacred bond. Thus, we affirm and call forth the best of one another as well as challenge any behavior or attitudes that destroy human dignity and community and our sense of joy of being part of the Saint Leo family.

This spirit of community building and cooperation leads University Ministry, Student Services, and Residence Life to share programs and to support one another's endeavors. University Ministry works with the President's Office and Academic Affairs in introducing new faculty and staff to our Catholic and Benedictine heritage. In terms of outreach to the larger community, University Ministry works very closely with our own Center for Catholic-Jewish Studies and with University Advancement and Alumni Relations to involve our friends and neighbors in the mission and activities of Saint Leo University.

Our social justice outreach comes from the Samaritans' volunteer and service opportunities throughout the year as well as from our Spring Break mission/service trips to Haiti, the Dominican Republic, and Mexico.

## University Ministry Services

- Ensures the worship and ritual life for the University Community—Catholic Mass, memorials, and special events of a religious and patriotic nature.
- Trains and mentors young adults for lay leadership in the Catholic Church or in other Christian Churches through the Student Chaplain Program.
- Provides "mini courses" and other learning opportunities to explore and understand the Catholic faith.
- Offers volunteer service opportunities through the Samaritans and through the Spring Break mission/service trips to Haiti, the Dominican Republic, and Mexico.
- Offers retreats and other experientially based opportunities for spiritual and personal growth—deeper awareness of God, self, and others and integrating the mind-body-spirit connection.
- Provides and encourages Bible study, *lectio divina*, prayer groups, and faith sharing.
- Trains and educates liturgical ministers (readers, Eucharistic ministers, ministers of hospitality) to take an active role in Sunday Liturgy and at other schools' Masses.
- Mentors our new E-Ministry (electronic ministry) team, which puts technology and media at the service of University Ministry Liturgy and other events.
- Trains and educates student singers and musicians in "Voices of Christ," our student choir and band, to make Campus Liturgies and "Praise and Worship Nights" a joyful expression of faith.
- Fosters the musical and dramatic talents of our students through "Drama Ministry."
- Invites nationally known speakers to talk about contemporary issues in religion and/or in social justice.
- Offers sacramental confession, spiritual direction, and pastoral counseling.
- Provides sacramental preparation for marriage and for the other sacraments through the Rite of Christian Initiation for Adults (RCIA), including Baptism, Confirmation, and First Holy Communion.
- Offers pastoral care in times of illness (including hospital visits) during personal crises and other traumatic events, on the occasion of a divorce or death in the family, and in the case of serious illness or death of a friend, et cetera.
- Offers the Invocation at all "home" athletic events and provides special retreats and prayers for the various athletic teams.
- Offers monthly Eucharistic Adoration on the first Thursday and Friday of the month.



- Supports efforts to affirm and protect life from conception to natural death through our pro-life "Imago Dei" group.
- Through "Project Rachel," provides support and guidance for those who are suffering remorse after having had an abortion.
- In cooperation with Counseling Services, offers help to women who are pregnant or who are victims of date rape.

For further information and updates, consult our website: [www.saintleo.edu/umin](http://www.saintleo.edu/umin).

## **CENTER FOR CATHOLIC-JEWISH STUDIES**

It is the mission of the Center for Catholic-Jewish Studies to build mutual respect, understanding, and appreciation among Jews, Catholics, and all people of good will by providing opportunities for interfaith education and dialogue.

The Center is a collaboration of the American Jewish Committee and Saint Leo University. In a world of increasing religious intolerance, misinformation, and misunderstanding, the Center, its Board, and "The Friends of the Center" commit themselves with passionate urgency to move in the opposite direction to build mutual respect, understanding, and appreciation between Jews and Catholics.

Because of our University roots as well as our commitment to community service, the Center offers a variety of interfaith education and dialogue resources and programming to serve clergy, congregations, classrooms (teachers and students at all levels), and the community at large. Examples include the following:

- The CCJS website provides a wealth of information and links to respected and reliable interfaith education and dialogue resources.
- Monthly electronic newsletters feature updates on Center programs and events, educational articles, and information of general interest in the field of Catholic-Jewish relations.
- Study group and programming resources for Jewish and Catholic communities include the respected "Walking God's Paths: Christians and Jews in Candid Conversation" video study program, endorsed by the U.S. Conference of Catholic Bishops and the National Council of Synagogues.
- Lectures and conferences address interfaith topics and featuring individuals of national acclaim in the field of interreligious studies.
- The CCJS sponsors visiting scholars and academic courses related to the field of Christian-Jewish studies.
- The CCJS presents its annual Eternal Light Award recognizing the contributions of outstanding leaders in the field of Catholic-Jewish relations.

These important resources are available to Saint Leo University's more than 14,000 undergraduate and graduate students in both traditional classroom and online formats.

Saint Leo University and the American Jewish Committee have undertaken a project for a collaborative partnership between Jews and Catholics. The Center was established at Saint Leo University in 1998 through a formal Memorandum of Agreement between the University and the American Jewish Committee. The Center concentrates its efforts to promote interfaith dialogue on contemporary problems and to address historical conflicts, as well as to educate the communities on the philosophical and theological understandings for the two faiths and their impact on modern society. The Center is open to all members of the community.

### **Board of Directors**

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Dr. David Persky, Assistant to the President, Saint Leo University

## **INTERCOLLEGIATE ATHLETICS**

The Intercollegiate Athletic Program is conducted under the auspices of Saint Leo University, the Sunshine State Conference, and the National Collegiate Athletic Association (NCAA), Division II. The University offers competition for men in cross-country, soccer, basketball, baseball, tennis, lacrosse, swimming, and golf. The University offers competition for women in cross-country, soccer, volleyball, basketball, softball, tennis, swimming, golf, and lacrosse.

In order to participate in intercollegiate athletics, students must be free from academic or disciplinary probation. Athletes must earn a minimum of 24 credits per year. After the first year of competition, student-athletes must have at least a 1.8 grade point average. From year two and beyond, they must maintain a 2.0 grade point average. Students must ensure that professors are informed in advance of their scheduled absences. Freshman students must qualify for athletic participation under the NCAA by-law 14.3 as follows: successfully complete a high school core curriculum of at least 14 academic courses including at least three years in English, two years in mathematics, two years in social science, and two years in natural or physical science (including at least one laboratory class if offered by the high school), three years of additional core classes, as well as an 820 combined score on the SAT verbal and math sections or a sum score of 68 on the ACT. Trans-



fer students must meet NCAA regulations, which vary depending on attendance at four-year or two-year institutions. The compliance coordinator at the University will handle transfers on a case-by-case basis.

To provide each University Campus student the opportunity for physical activity, the Marion Bowman Activities Center features a gymnasium with three basketball and volleyball courts, and a fitness center.

In addition to the Marion Bowman Activities Center, there are outdoor, lighted racquetball and tennis courts, lighted baseball and softball fields, a soccer/lacrosse field, and an outdoor basketball court. There is a practice soccer field/lacrosse/intramural field. Two commercial 18-hole golf courses are adjacent to the University Campus.

## ALUMNI ASSOCIATION

The mission of the Saint Leo University Alumni Association is to foster a mutually beneficial relationship between Saint Leo University and its alumni by promoting active alumni participation and involvement through on-campus and regional programs; serving as an advocate for the university's mission, plans, and purpose; identifying and encouraging the enrollment of quality and diverse students; assisting in gathering philanthropic support; and recognizing university alumni and friends who are distinguished by their loyalty, professional achievement, and community service. In fulfilling this mission, the Saint Leo University Alumni Association will ensure that all of its efforts and activities are consistent with the University's values, strategic objectives, policies, and procedures.

## University College Academic Calendar 2011-2012

### Fall 2011 Semester

#### August

M	15	Opening School Year Mass (8 a.m.)
T	16	International Students—Arrival
W	17	International Students—Orientation
TH	18	New Students—Arrival (a.m.)
TH	18	Matriculation Ceremony (3 p.m.)
TH-M	18-22	New Student Orientation
SU	21	Residence Halls Open for Returning Students
SU	21	Freshman Trip
M	22	Student Advising and Registration (Fall 2011/Spring 2012)
T	23	Classes Begin—Mandatory Attendance*
F	26	Last Day to Add/Drop Courses

#### September

TH	1	Mass of the Holy Spirit/Convocation—Abbey Church (11 a.m.) (Classes follow a modified schedule.)
M	5	Labor Day (No Classes/University Offices Closed)

#### October

M	31	Registration for Spring 2012
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#### November

R	3	Focus the Nation (Classes follow a modified schedule.)
F	4	Graduation Applications Due for Participation in May 2012 Commencement
M	7	Feast of Saint Leo
F	11	Veterans Day Observation/Community Service Day (No Classes)
M	14	Last Day to Withdraw from Courses Without Failure
M-F	21-25	Thanksgiving Break
M	28	Classes Resume

## December

M	5	Last Day of Regular Class Schedule
T-F	6-9	Final Exam Schedule
TH	8	Last Day to Withdraw from University Without Failure
SA	10	Residence Halls Close (7 p.m.)

## Spring 2012 Semester

### January

SA	7	New Students—Arrival and Orientation
M	9	Returning Students—Arrival
M	9	Student Advising and Registration
T	10	Classes Begin—Mandatory Attendance*
F	13	Last Day to Add/Drop Courses
S	28	Community Service Day

### March

M-F	12-16	Spring Break
M	19	Classes Resume
M	26	Advance Registration for Summer and Fall 2012

### April

F	6	Good Friday (No Classes/University Offices Closed)
SU	8	Easter
TBA	TBA	Homecoming Celebration
M	9	Last Day to Withdraw from Courses Without Failure
TH	12	Academic Excellence Day (Classes follow a modified schedule.)
W	18	Last Day of Regular Class Schedule
R-F	19-20	Final Exam Schedule
M-T	23-24	Final Exam Schedule
M	23	Last Day to Withdraw from University Without Failure
W	25	Residence Halls Close for Non-Graduates (11 a.m.)
W-F	25-27	Senior Days
F	27	Baccalaureate Mass
F-SA	27-28	Commencement
SA	28	Final Grades Due
SA	28	Residence Halls Close for Graduates

\*Attendance at the first class meeting in each course is mandatory.

Note: The Academic Calendar is subject to change. The updated version is posted on the Saint Leo University website ([www.saintleo.edu](http://www.saintleo.edu)) under "Academics/Academic Events." For more information on the scheduling of graduate classes, see "Academic Term" in Chapter 2.

The University reserves the right to cancel a course for which there are insufficient enrollments. Students will be notified via e-mail or telephone, and any tuition and fees paid for a course that has been canceled will be refunded if the student does not register in a replacement course.

## 2: Programs of Study

As part of its mission as a University committed to serving community and student needs, Saint Leo University offers graduate degree and post-baccalaureate certificate programs in business, criminal justice, critical incident management, education, social work, and theology. Each of the programs is designed to assist professionals in meeting challenging career goals and to prepare them for the rapidly changing professional world in which they live and work.

### **Master of Business Administration**

- Accounting Concentration
- Graduate Certificate in Accounting
- Health Care Management Concentration
- Graduate Certificate in Health Care Management
- Human Resource Management Concentration
- Graduate Certificate in Human Resource Management
- Information Security Management Concentration
- Graduate Certificate in Information Security Management
- Marketing Concentration
- Graduate Certificate in Marketing
- Sport Business Concentration

### **Master of Science in Criminal Justice**

- Master of Science in Criminal Justice Administration
- Corrections Specialization
- Critical Incident Management Specialization
- Forensic Psychology Specialization
- Forensic Science Specialization
- Legal Studies Specialization
- Graduate Certificate in Criminal Justice Management

### **Master of Science in Critical Incident Management**

#### **Master of Education**

- Educational Leadership Concentration
- Instructional Leadership Concentration
- Exceptional Student Education Concentration
- Reading Concentration

### **Master of Science in Instructional Design**

#### **Education Specialist**

- Educational Leadership Concentration
- Higher Education Leadership Concentration

### **Master of Social Work**

- Advanced Clinical Practice Concentration

### **Master of Arts in Theology**

- Graduate Certificate in Theology
- Undergraduate Certificate in Theology available for diaconate students

## ADMISSION REQUIREMENTS

Applicants wishing to pursue graduate studies at Saint Leo University must have a bachelor's degree from a regionally accredited institution. Admission decisions are competitive and based on consideration of all criteria. Candidates who, in the judgment of the University, clearly show the potential for success in graduate work will be accepted for admission. Each graduate program has special admission requirements. Applicants are evaluated individually. The candidate's motivation, maturity, work experience, and leadership quali-

ties are carefully considered along with academic records and test scores. Applications should be submitted 60 days prior to the beginning of the term in which the applicant wishes to enroll.

## **Master of Business Administration— Weekend and Online Programs**

1. Applicants must submit the following documents:
  - a. Application form.
  - b. Application fee of U.S. \$80, which is neither refundable nor applicable against other school fees.
  - c. Official transcripts from all post-secondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission. A U.S. \$230 credential evaluation fee or United States equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
  - d. Two professional recommendations from work associates completed on the forms provided. Work associates include current and former supervisors.
  - e. Current résumé.
  - f. Statement of professional goals.
2. Applicants must meet the following requirements:
  - a. A bachelor's degree from a regionally accredited college or university.
  - b. A minimum of two years of professional work experience.
  - c. A minimum 3.0/4.0 GPA in last 60 hours of coursework from a regionally accredited college or university.
  - d. If the applicant has less than 3.0/4.0 GPA, a minimum GMAT score of 500 can be used to meet this criteria. Official GMAT test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not accepted.
  - e. Applicants who do not meet the admissions requirements may be evaluated by the MBA Director, who may recommend admission to the Office of Graduate Admission. If accepted, the student will be given a conditional admission that allows the student to take only one course during his or her first enrolled term, and the student must earn a grade of B or higher to continue in the program.
3. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
4. Contingent admission as non-degree-seeking students may be granted only for up to six credit hours of graduate work.
5. After the application has been processed, the Director of Graduate Admission may contact the applicant for a personal interview.

## **Master of Science in Criminal Justice**

1. Complete and submit application form and \$80 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director.
3. Official transcripts from all post-secondary institutions previously attended, sent directly to the Director of Graduate Admission from the former institution. Graduates or



former Saint Leo University students do not need to submit transcripts if they have been previously submitted and are on file at the University.

4. Conditional admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
5. Completed applications will remain active for two years.

## **Master of Science in Critical Incident Management**

1. Complete and submit application form and \$80 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director.
3. Official transcripts from all post-secondary institutions previously attended sent directly to the Director of Graduate Admission from the former institution. Graduates or former Saint Leo University students do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. Conditional admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
5. Completed applications will remain active for two years.

## **Master of Education**

### **Master of Science in Instructional Design Education Specialist**

1. Complete and submit application form.
2. Submit U.S. \$80 application fee, which is neither refundable nor applicable against other school fees.
3. A 3.0 or higher GPA in the last 60 hours of upper-division work that led to the bachelor's degree (all master's degree coursework for the Ed.S.) from a regionally accredited institution or a minimum score of 1000 on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies Test (MAT) will be required. Official test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not usually accepted.
4. Two professional recommendations. At the time of admission to the Florida state-approved educational leadership master's program, the student must secure a high-performing school principal, veteran assistant principal, or district-level administrator to serve as mentor during the program of study. This agreement must be in the form of a letter on school or district stationery signed by the prospective mentor. Florida state-approved educational leadership master's candidates must meet applicable state of Florida ESOL requirements prior to completing their degree program.
5. Current résumé.
6. Statement of professional goals. This statement must clearly outline the applicant's educational and professional goals.
7. Submit official transcripts from all post-secondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission. A U.S. \$230 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have previously submitted them and they are on file at the University.
8. Copy of the applicant's valid professional teaching certificate, unless waived. A professional teaching certificate is required for the Educational Leadership Concentration and M.Ed. with Reading Concentration. Master of Science in Instructional Design candidates are exempt from only this requirement. Candidates for the Exceptional Student Education concentration are expected to have the ESOL endorsement.

9. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test) or 80 (Internet-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
10. Contingent admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
11. After the application has been processed, the Director of Graduate Admission **may** contact the applicant for a personal interview.
12. Completed applications will remain active for two years.

## **Master of Social Work**

### **Two-Year Full-Time Program (Regular)**

1. A 3.0 GPA in the undergraduate degree. If GPA is below 3.0, submit GRE or MAT scores. Must achieve a minimum score of 1000 or higher on the Graduate Record Examination or a minimum score of 410 (68th percentile) or higher on the Miller Analogies Test (MAT). Official test results should be mailed directly to the Director of Graduate Admissions. Test scores must be less than five years old.
2. An undergraduate degree from an accredited institution with a broad liberal arts preparation and at least 21 semester hours in social and behavioral sciences and 6 credits in each of the following: the natural sciences, the humanities and visual and performing arts, and quantitative reasoning.
3. A course with human biology content and a course in statistics.\*
4. Complete Saint Leo University graduate school application.
5. Submit a \$80 application fee, which is neither refundable nor applicable to other school fees.
6. One official copy of all academic transcripts, including undergraduate and graduate coursework. They must arrive in envelopes sealed by the Registrar.
7. Provide three letters of recommendation. Recommendations should include one academic source, one professional source, and one additional source from either of the above.
8. Résumé.
9. A personal statement of 3-5 double-spaced, typewritten pages addressing the following three questions:
  - a) What are your specific professional goals? How would the Saint Leo University Master of Social Work Program, with its emphasis on advanced clinical social work practice and management, help you to achieve your goals?
  - b) Please describe how you will complete the normal daytime work hours for internships.
  - c) What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
  - d) What other personal or professional experiences or qualities do you see as aiding you in your goals?
10. Social Work practicum and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the MSW Program, they may affect availability of practicum placements and future employability.

Have you ever been convicted of a felony or any crime that involved harm or the threat of harm to another person? If yes, describe the circumstances that led to the court action, the year of conviction, and an explanation of your plans to cope with potential limitations on your practice of social work once you graduate from the MSW

Program. Students are responsible for updating the MSW Program on any convictions and/or criminal charges after they are admitted to the MSW Program. Students with felony convictions might not be eligible for licensure as an LCSW in the State of Florida.

11. A personal interview and/or additional information as requested by the program's admission committee.

There will be no credit given for work experience.

\*SLU alumni who have completed their undergraduate program by completing SCI 102 are required to take SCI 103. This course must be completed before or within the first academic year of the program.

## **One-Year Full-Time Advanced Standing Program**

Applicants seeking admission to the Advanced Standing Program must meet all the following admission requirements:

1. A bachelor's degree in social work (BSW) from a CSWE-accredited social work program within the last five years.
2. An undergraduate cumulative GPA of 3.25.
3. Attained A's and B's in all junior- and senior-level social work courses.
4. Complete Saint Leo University graduate school application.
5. Submit a \$80 application fee, which is neither refundable nor applicable to other school fees.
6. One official copy of all academic transcripts, including undergraduate and graduate coursework. Transcripts must arrive in envelopes sealed by the Registrar.
7. Three letters of recommendation from those who can comment on your academic abilities. One of the three professional letters of reference required must be from the BSW field director/coordinator/liaison or BSW program director, or the agency-based field supervisor where the applicant completed his or her BSW field internship.
8. Submit a copy of the senior fieldwork evaluation from your undergraduate social work program. If the evaluation is no longer on file, submit a letter from the social work department describing the following: practicum setting, types of clientele and/or groups of clientele, duties performed, and final grade. If you have not entered your internship, submit the social work professional skills form completed by your employer or a BSW social work faculty member who can attest to your generalist practice skills.
9. Résumé.
10. A personal statement of 3-5 double-spaced, typewritten pages addressing the following three questions:
  - a) What are your specific professional goals? How would the Saint Leo University Master of Social Work Program, with its emphasis on advanced clinical social work practice and management, help you to achieve your goals?
  - b) Please describe how you will complete the normal daytime work hours for internships.
  - c) What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
  - d) What other personal or professional experiences or qualities do you see as aiding you in your goals?
11. Social work practicum and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the MSW Program, they may affect availability of practicum placements and future employability.

Have you ever been convicted of a felony or any crime that involved harm or the threat of harm to another person? If yes, describe the circumstances that led to the court action, the year of conviction, and an explanation of your plans to cope with po-



tential limitations on your practice of social work once you graduate from the MSW Program. Students are responsible for updating the MSW Program on any convictions and/or criminal charges after they are admitted to the MSW Program. Students with felony convictions might not be eligible for licensure as an LCSW in the State of Florida.

12. A personal interview and/or additional information as requested by the program's admission committee
13. Be in good standing at the last institution attended.

There will be no credit given for work experience.

### **Three-Year Program**

1. A cumulative 3.0 GPA in your undergraduate degree. If cumulative GPA is below 3.0, submit GRE or MAT scores. Must achieve a minimum score of 1000 or higher on the Graduate Record Examination or a minimum score of 410 (68th percentile) or higher on the Miller Analogies Test (MAT). Official test results should be mailed directly to the office of graduate admissions. Test scores must be less than five years old.
2. An undergraduate degree from an accredited institution with a broad liberal arts preparation and at least 21 semester hours in social and behavioral sciences and 6 credits in each of the following: the natural sciences, the humanities and visual and performing arts, and quantitative reasoning. Those who are in process of completing their undergraduate degree must complete all classes by June 30th. You will be conditionally admitted based on the following: 1) a submission of an official degree completion letter in your application packet, 2) submission of official transcripts by the end of the fourth week of the first semester in order to remain in the program, and 3) meeting all admission requirements.
3. A course with human biology content and a course in statistics.\*
4. Complete Saint Leo University graduate school application.
5. Submit a \$75 application fee, which is neither refundable nor applicable to other school fees.
6. One official copy of all academic transcripts, including undergraduate and graduate coursework. They must arrive in envelopes sealed by the registrar.
7. Provide three letters of recommendation. Recommendations should include one academic source, one professional source, and one additional source from either of the above
8. Résumé.
9. A personal statement of 3-5 double-spaced, typed-written pages addressing the following four questions:
  - a) What are your specific professional goals? How would the Saint Leo University Master of Social Work Program, with its emphasis on advanced clinical practice, help you to achieve your goals?
  - b) Please describe how you will complete normal daytime work hours for internships.
  - c) What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
  - d) What other personal or professional experiences or qualities do you see as aiding you in your goals?
10. Social Work practicum and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the MSW Program, they may affect availability of practicum placements and future employability. Have you ever been convicted of a felony or any crime that involved harm or the threat of harm to another person? If yes, describe the circumstances that led to the court action, the year of conviction, and an explanation of your plans to cope with potential limitations on your practice of social work once you graduate from the MSW Program. Students are responsible for updating the MSW



Program on any convictions and/or criminal charges after they are admitted to the MSW Program. Students with felony convictions might not be eligible for licensure as an LCSW in the State of Florida.

11. A personal interview and/or additional information as requested by the program's admission committee.

There will be no credit given for work experience.

\*SLU alumni are required to complete SCI 103 before or within the first academic year of the program.

## **Master of Arts in Theology**

1. Completed application form and \$80 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director of the program.
3. Official transcripts from all post-secondary institutions previously attended sent directly from the former institution. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. A letter of application indicating interest and desire to pursue this program.
5. Two letters of recommendation.
6. Conditional admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
7. Completed applications will remain active for two years.

## **DEGREE REQUIREMENTS**

Students come under the academic requirements of the University catalog in effect at the time of matriculation. Normally, these requirements must be completed within five years from the date of first attendance. A student may choose to fulfill graduation requirements of a newer catalog but may not revert to the original catalog once the change is made.

Coursework at the graduate level is held to a higher caliber than undergraduate work. Graduate work requires more research skills, more in-depth and applied knowledge, and mastery of a field or discipline. Therefore, Saint Leo University will not apply undergraduate coursework towards graduate coursework. In addition, to be admitted into a graduate degree program, a student must have earned a four-year bachelor's degree; therefore, no graduate-level work may be applied toward an undergraduate degree.

The following are the requirements that students must complete to earn a degree in their discipline.

### **Master of Business Administration**

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the MBA core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Demonstrate competence in reading, writing, oral communication, and computational skills;
5. Fulfill the residency requirement of 30 graduate semester hours;
6. Satisfy all financial obligations to the University; and
7. Apply for graduation in the office of Graduate Business Studies.

### **Master of Science in Criminal Justice**

1. Complete a minimum of 36 graduate semester hours;

2. Successfully complete all courses in the criminal justice core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Successfully complete a comprehensive project;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Fulfill the residency requirement of 30 graduate semester hours;
7. Satisfy all financial obligations to the University; and
8. Apply for graduation in the office of Graduate Criminal Justice Studies.

### **Master of Science in Critical Incident Management**

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the critical incident management core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Successfully complete a comprehensive project;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Fulfill the residency requirement of 33 graduate semester hours;
7. Satisfy all financial obligations to the University; and
8. Apply for graduation in the office of Graduate Studies in Criminal Justice.

### **Master of Education**

### **Master of Science in Instructional Design**

### **Education Specialist**

1. Complete a minimum of 36 to 42 graduate semester hours or the minimum specified in the student's degree program;
2. Successfully complete all courses in the core curriculum and applicable concentration;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Pass the Florida Educational Leadership Examination for the M.Ed. in Educational Leadership program;
5. Pass the appropriate State of Florida ESOL requirements and Certification Test(s) (Professional Education Exam, General Knowledge Exam, and/or Subject Area Exam for ESE, Reading, or MAT);
6. Fulfill the residency requirement of 30-33 graduate semester hours as outlined in the student's degree program;
7. Demonstrate competence in reading, writing, oral communication, and computational skills;
8. Satisfy all financial obligations to the University; and
9. Apply for graduation to the office of Graduate Studies in Education.

### **Master of Social Work**

1. Complete 62 graduate semester hours as prescribed by the program of study for the two-year and three-year programs and 32 graduate semester hours for the advanced standing program;
2. Successfully complete all courses in the required curriculum;
3. Maintain a minimum cumulative grade point average of 3.0 each semester of the program;
4. Exhibit clear thinking and competence in written and oral expression;
5. Exhibit evidence of emotional maturity, concern for people, and capacity for self-awareness and personal growth;

6. Follow acceptable standards of professional conduct according to the NASW code of ethics, effective integration of practice skills necessary for professional social work practice, and satisfactory academic standing;
7. Satisfy all financial obligations to the University;
8. Apply for graduation to the MSW Graduate Office.

## **Master of Arts in Theology**

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the theology core curriculum and four electives;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Demonstrate competence in reading, writing, oral communication, and computational skills;
5. Fulfill the residency requirement of 30 graduate semester hours;
6. Satisfy all financial obligations to the University; and
7. Apply for graduation in the Office of Graduate Theology.

# **ACADEMIC POLICIES**

## **Academic Advising**

All graduate students are assigned an academic advisor who will assist in course scheduling. Although the advisor will assist, the student is personally responsible for meeting all degree requirements for graduation.

## **Registration**

Students register for courses during the registration period before the beginning of each semester or term. Registration may be completed in person, by mail, by facsimile, or on-line. Registration should be completed 15 days prior to the first class meeting.

The Saint Leo University Master of Social Work Program (MSW) is based on a cohort model of student matriculation. The program follows a planned course sequence. The course schedule is predetermined to assist students in building increasing levels of proficiency. Students entering the program are expected to follow the specific course sequence laid out by the faculty. Student petitions to be exempt from the required sequence are considered on a case-by-case basis. No exemptions are made in the Master of Social Work Program.

Saint Leo University reserves the right to cancel the registration of any student who fails to conform to the rules and regulations prescribed in the University catalog or other relevant University documents.

The University also reserves the right to cancel a course for which there are insufficient enrollments. Students will be notified via e-mail or telephone, and any tuition and fees paid for a course that has been canceled will be refunded if the student does not register in a replacement course.

## **Pre-assignments**

Most graduate courses have a pre-assignment that must be completed before the first class session.

## **MBA Orientation**

Those students enrolled in the Master of Business Administration degree program are required to satisfactorily complete a mandatory student orientation program. The required, not-for-credit course must be completed by the end of the first term. Tuition fees will not be assessed. The orientation course information will be provided by Graduate Admissions upon acceptance into the program.

# Class Attendance

An educational program centered upon classroom instruction is predicated on the concept of regular class attendance. In support of this concept, the following principles and procedures are practiced:

1. Except for reasonable cause, students are expected to be present at all regularly scheduled class meetings.
2. Students whose attendance becomes unsatisfactory to the extent of adversely affecting their course performance are informed by their instructor and may be dropped from the course.
3. Minor children of a faculty member or student are not permitted in the classroom during regularly scheduled class meetings.

# Final Examinations

## *Weekend Programs*

Final examinations are scheduled during the last class period of the semester. Students are not permitted to take final examinations before that time.

# Grading

Course grades are assigned based on the degree to which the student fulfilled the objectives of the course and are evaluated as follows:

		Quality Points per Semester Hour
A	95%–100% Exceptional	4.0
A-	90%–94% Excellent	3.67
B+	86%–89% Very Good	3.33
B	83%–85% Good	3.0
B-	80%–82% Fair	2.67
C	75%–79% Marginal	2.0
F	Below 75% Failure	0.0
I	Incomplete	0.0
W	Withdrawal	0.0
WE	Withdrawal Excused	0.0
AU	Audit	0.0

Unless approved by the appropriate school Dean, incomplete work (I) is counted as a failure (F) if the work is not completed by the end of the following term. An incomplete grade (I), once completed, will reflect the same term date the course was originally taken; however, a degree conferral date will be determined by the actual date the incomplete work was completed.

The grade of C is marginally acceptable for graduate work. Students may earn a C in only two courses during their graduate career at Saint Leo University. Any additional graduate course in which a student earns a grade of C or lower must be retaken, and a grade higher than a C must be earned before the end of the program. (Students who receive a third C in the Master of Social Work Program will be terminated from the program.) Any courses in which a grade of F is earned must be repeated. It is the student's responsibility to have a minimum GPA of 3.0 at the time of graduation and to ensure that no more than two classes are passed with only a grade of C. Students who do not meet these requirements will not be eligible for graduation.

For the Master of Business Administration, Master of Science in Criminal Justice, Graduate Studies in Education, Master of Social Work, and Master of Theology programs, the grade of F is not acceptable for graduate academic work. Students in the Master of Social Work Program must maintain a cumulative GPA of 3.0 each semester to remain in



the program. If a student receives a grade of F in a class for any reason, that student **must** retake that course in the next term in which the student is enrolled and the course is available, unless otherwise approved by the director of that particular program. The course should be the only class in which the student is enrolled. Transferring credit into Saint Leo University from another school to replace the F grade is not permitted. If the student has enrolled in classes prior to the F grade being delivered, the student shall be administratively withdrawn from the classes, with no financial penalty to the student. An additional F grade for any reason shall result in the student being suspended from the respective program due to academic deficiencies. If a student receives an F in any class in the Master of Social Work Program, the student will be terminated from the Master of Social Work program.

Students who wish to request an incomplete (I) grade in any graduate course must do so in writing. The written request must be sent to the course instructor before the end of the term. If the instructor believes that the request is justified, the written request shall be forwarded with the instructor's approval to the appropriate graduate program director. This documentation will be kept in the student's permanent record. It is recommended that the student keep a hard copy of the request and the instructor's agreement.

## **Readmission**

Suspended students may apply for readmission after one year. The petition for reinstatement must be submitted to the director of the relevant graduate program at least one month before the intended date of reentry to the University. The petition must include a written statement from the student identifying the factors that led to the suspension and the actions that have been or will be taken to improve future academic performance. In addition to this statement, the student must obtain a written recommendation from at least one faculty member teaching in the graduate program.

The director of the graduate program will approve or disapprove the petition for reinstatement and will determine the conditions of reinstatement. Such conditions may include remedial courses at the undergraduate level and/or enrollment in only one graduate course per term.

## **Academic Dismissal**

Graduate students whose academic standing is so poor that, in the judgment of the University, improvement is unlikely will be academically dismissed. Dismissal is permanent termination of student status from Saint Leo University. Students who have been dismissed may not be readmitted to the institution under any circumstances.

## **Library**

Extensive information resources are available in the Daniel A. Cannon Memorial Library. Call 352/588-8258 for library hours, or visit the library website at [www.saintleo.edu/library](http://www.saintleo.edu/library). The Hugh Culverhouse Computer Instruction Center has three large, state-of-the-art microcomputer classrooms for use by graduate students. They are located on the lower level of the library, as is also a Video Teleconferencing Classroom. For University Campus and online graduate students, the library is designed to aid academic research through remote access at [www.saintleo.edu/library](http://www.saintleo.edu/library).

## **Computer Specifications**

Saint Leo University highly recommends that all students have the following:

### **Hardware**

- Pentium 4 or higher PC
- Windows XP or Windows 7
- Internet Explorer 7.0 or higher
- Video display 800 x 600 or greater

- 2 gigabytes of RAM or higher
- wired or wireless ethernet
- Internet service provider (broadband recommended)
- Sound card and speakers
- CD/DVD-ROM

## **Software**

- Microsoft Word 2007, Excel 2007, Access 2007, and PowerPoint 2007 (or 2010 versions)
- Adobe PDF 9.0
- Adobe Flash Player 10.0

Please note that there may be software components accompanying textbook materials that are not MAC compatible. Students may experience problems using these tools as a result. Saint Leo University cannot be held responsible for students experiencing difficulty with software components that are not MAC compatible.

Students must use only Microsoft Word, PowerPoint, or Excel for submitting their papers, projects, etc. All other types of programs are not permitted unless otherwise specified and approved by the professor.

Technical support for the MBA Program can be reached at 866/501-1636, 24 hours a day, 7 days a week.

Technical support for all other programs can be reached at 866/404-1595, 24 hours a day, 7 days a week.

## **Research Reference Requirements**

Those students enrolled in the Master of Business Administration, Master of Science in Criminal Justice and/or the Certificate in Criminal Justice Management, the Master of Science in Critical Incident Management, the Master of Education, Instructional Design, Education Specialist, and Master of Social Work programs are permitted to use only the American Psychological Association (APA) format for referencing material. All other formats—e.g., Chicago or MLA—will not be permitted unless specified by the professor.

## **Transfer Credit**

Saint Leo University recognizes credit only from regionally accredited institutions. Up to six credit hours of graduate coursework completed at other institutions may be accepted toward the master's degree requirements if such coursework is determined to be content equivalent to one or two of the required courses in the curriculum. The MSW Program will accept only 3 or 9 credit hours of foundation social work courses from a CSWE-accredited MSW program as transfer credit for the 2 or 3 year programs. Only graduate work in which the student earned a grade of B or higher will be transferred to fulfill degree requirements. No quality points are awarded for transfer credit. Credit that was earned five or more years ago will be considered on a course-by-course, case-by-case basis at the time the transfer evaluation is prepared. The student must make a written request for the evaluation of transfer credits and must provide official transcripts and other supporting information requested. Evaluation of transfer credits will be made only after the student has applied for admission and paid the application fee.

No graduate credits from another institution will be accepted towards our graduate programs once the student has been accepted into the program unless approved in writing by the director of the relevant graduate program.

## **Independent and Directed Study**

No independent study coursework will be accepted for transfer credit. However, students are strongly encouraged to conduct and publish scholarly work while enrolled in the program. Students may request a faculty member to serve as their research mentor.

# ACADEMIC TERM

## Weekend Classes

Three terms are offered each year for the weekend programs. Classes are held, for the most part, every other weekend on Saturday morning and afternoon, or Sunday morning and afternoon. In addition, some MBA courses at regional centers and Graduate Education courses may be offered on weeknights. Students should consult with their assigned academic advisor to best select the courses to fit their career goals. Students must complete the program within five years of their initial enrollment.

**Master of Business Administration**

**Master of Education**

**Master of Arts in Theology**

## Online Classes

Classes are offered in eight-week terms. The course sequencing is relatively flexible, with the exception of a few prerequisites. Check the individual course descriptions for those prerequisites. There is some choice in course selection, and students should consult with their assigned academic advisor to best select the courses to fit their career goals. Students must complete the program within five years of their initial enrollment. The MSW program is offered in sixteen-week terms. Students need to take the required courses per semester to progress successfully through the program.

**Master of Business Administration**

Accounting Concentration

Graduate Certificate in Accounting

Health Care Management Concentration

Graduate Certificate in Health Care Management

Human Resource Management Concentration

Graduate Certificate in Human Resource Management

Information Security Management Concentration

Graduate Certificate in Information Security Management

Marketing Concentration

Graduate Certificate in Marketing

Sport Business Concentration

**Master of Science in Criminal Justice**

Master of Science in Criminal Justice Administration

Corrections Specialization

Critical Incident Management Specialization

Forensic Psychology Specialization

Forensic Science Specialization

Legal Studies Specialization

Certificate in Criminal Justice Management

**Master of Science in Critical Incident Management**

**Education Specialist**

**Master of Education**

**Master of Science in Instructional Design**

**Master of Social Work**

The Master of Social Work Program classes are offered in sixteen-week semesters. The Master of Social Work offers a required sequence of courses. Check the individual course descriptions for course prerequisites.



## Non-Weekend Classes

### Master of Arts in Theology

The Theology Program for the Roman Catholic Diocese of Savannah, Georgia, Richmond, Virginia, Orlando, Florida, and Saint Petersburg, Florida, is offered one weekend per month.

## Course Load

### Master of Business Administration

### Master of Science in Criminal Justice

### Master of Science in Critical Incident Management

### Master of Education

### Master of Science in Instructional Design

### Education Specialist

### Master of Social Work

*The two-year campus weekend programs:* The semester course load that a student may take and still be considered full time is six credit hours (two courses). A student may take three credit hours as a part-time student. Six credit hours per semester are generally the maximum course load allowed, unless otherwise approved by the director of the respective program. However, Master of Education students may take nine credit hours during the summer term. Directed studies are generally not permitted.

*The Center resident program:* The course load that a student may take and still be full time is three semester credit hours per eight-week term.

*The online programs:* The course load that a student may take and still be considered full time is three semester credit hours per eight-week term. An absolute maximum of three courses per term is allowed with director's permission. Following a two-per-term pattern, the students can complete the Master of Business Administration or Master of Education program in one year or six terms. The course load for a full-time student in the MSW program is six credit hours per sixteen-week semester. Students need to take the required courses per semester to progress successfully through the program.

*The blended programs in Education:* The course load that a student may take and still be considered full time is three credit hours per eight-week term.

The academic program director or departmental chair has sole authority and approval in academic matters including, but not limited to, transfer credit approval, course load and sequence, directed studies, and course substitutions. Academic matters are considered on a case-by-case basis. Students who fail to register for a minimum of one course in two consecutive sixteen-week semesters will be considered inactive. Readmission to program will require director's approval, including reapplication.

### Master of Arts in Theology

The course load for a full-time student is three credit hours per eight-week term or six credit hours per fifteen-week semester. Students may take no more than two courses per term (six semester hours), except with the approval of the director and upon the recommendation of the student's advisor.

### Master of Science in Criminal Justice

#### *Traditional Resident Program*

This program was developed to be a two-year program of study. In this manner a student can take a maximum of two classes per semester or one online class per term. The course load that a student may take and still be considered full time is three credit hours per eight-week term or six credit hours per fifteen-week semester.



### *Accelerated Program*

The accelerated program is designed so a student may complete the Master of Science in Criminal Justice program in less than the two years. This is **not** recommended, and a student must have special permission each term or semester to take more courses than permitted in the Traditional Program. In order to receive approval for the Accelerated Program, a letter petitioning this request must be sent to the Director of Graduate Studies in Criminal Justice.

### **Master of Science in Critical Incident Management**

#### *Traditional Program*

This program was developed to be a two-year program of study. In this manner a student could take a maximum of two classes per semester or one online class per term. The course load that a student may take and still be considered full time is three credit hours per eight-week term or six credit hours per fifteen-week semester.

#### *Accelerated Program*

The accelerated program is designed so a student may complete the Master of Science in Critical Incident Management program in less than the two years. This is **not** recommended, and a student must have special permission each term or semester to take more courses than permitted in the Traditional Program. In order to receive approval for the Accelerated Program, a letter petitioning this request must be sent to the Director of Graduate Studies in Criminal Justice.

### **Master of Social Work**

The course load for a full-time student is six credit hours per sixteen-week semester. Students need to take the required courses per semester to progress successfully through the program.

## **FINANCIAL INFORMATION**

### **Financial Assistance**

Graduate students, enrolled at least half time in a degree program, are eligible to receive federal financial aid. Federal grants are restricted to students enrolled in undergraduate programs.

The Federal Stafford Loan program is available to graduate students. All eligible students may receive a Stafford Loan regardless of financial need. Financial need is used to determine eligibility to receive a subsidized Stafford Loan. Students not qualifying for a subsidized loan may receive an unsubsidized loan. Interest accrues on unsubsidized loans while a student is enrolled in school and during grace periods. When a borrower of any Stafford Loan ceases to be enrolled on at least a half-time basis, a six-month grace period begins; then the loan goes into repayment on principal and interest.

For more information on financial assistance, please contact the Student Financial Services Office at 800/240-7658.

### **Academic Progress and Financial Aid**

This section applies to all Saint Leo University academic merit scholarships, Saint Leo University grants and scholarships, the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Student, State Grants, Federal Stafford subsidized and unsubsidized loans, and the Federal PLUS loan.

#### **Policy Basics**

Beginning July 1, 2011, the 2011-2012 Satisfactory Academic Progress (SAP) standards will change in accordance with new federal regulations. The new federal regulations re-

quire all schools participating in Title IV federal financial aid programs to have a Satisfactory Academic Progress (SAP) policy that conforms to the requirements detailed below:

1. Satisfactory academic progress status is based on the student's entire academic record, at all schools attended, regardless of whether the student received financial aid. If a student transfers in coursework from other institutions, we will count all attempted units accepted in the SAP calculation, for both progress and for maximum time frame.
2. Newly admitted transfer students have SAP calculated based on adding their transfer credits to their attempted credits, allowing them to receive aid for the balance of the maximum time frame.
3. SAP is calculated each semester (that includes two combined 8-week modules) after grades have been recorded by the Registrar. An e-mail notice will be sent when a student loses eligibility but may be close to the start of the next semester (or 8-week module).

**Two Requirement Categories: Qualitative and Quantitative**

**Qualitative Requirement:** The qualitative requirement sets a minimum cumulative grade point average for the degree level at which the student is classified. Note: This is the cumulative GPA *used to determine SLU academic status* and does not include grades from courses taken at another school.

1. **Undergraduate Students:** Students must maintain academic standing consistent with GPA requirements below. At 60 or more credits attempted, students must maintain a minimum SLU GPA of 2.0 at all times.

Total Number of Credits Attempted	Minimum Cumulative GPA
1-44	1.50
45-59	1.70
60 or more	2.0

2. **Graduate students:** A 3.0 SLU GPA is required at all times.

**Quantitative Requirement:** The quantitative requirement has two parts, a maximum time frame and a required completion ratio. The requirements are different for undergraduate students and graduate students.

1. **Undergraduate Students**

a. **Maximum time frame (maximum attempted credit hours):** All undergraduate degrees at SLU require 120 earned credits. Federal regulations stipulate that the maximum time frame for an undergraduate student cannot exceed 150% of the *published length of the academic program*. Eligibility ends when the student has *attempted* 180 credit hours, which includes credits attempted at any school prior to and while enrolled at SLU regardless of whether the student received financial aid at the time that he or she attempted them.

b. **No longer eligible:** Once students have attempted 180 credit hours, they are no longer eligible for financial aid as an undergraduate student, including a second baccalaureate degree.

c. **No extended eligibility for changes in major:** There is no added time for a change in major, except if a major is no longer offered and the student is *required* to change.

d. **Completion ratio:** Students must earn at least 67% of all credit hours attempted at any school. This is a cumulative calculation of all attempted and earned credits during all terms, at all schools attended.

2. **Graduate students**

a. **Maximum time frame (maximum attempted credit hours):** Graduate students must earn their graduate degree within the time limitations set by the Graduate School for their graduate program.

b. **Completion ratio:** Students must earn at least 67% of all attempted credit hours attempted at any school in the graduate program. This is a cumulative calculation of all attempted and earned credits during all terms, at all schools attended.

### Policy Details:

#### When Is SAP Determined?

1. **Initial review:** First-semester, first-time college students are considered to be meeting SAP during the first SLU semester (or two 8-week modules). New transfer students must meet the SAP requirements once all final transcripts have been received and reviewed. SAP will be calculated after all final transcripts have been received and recorded by SLU.

2. **End of every semester (two 8-week modules) review:** SAP status is calculated at the end of each semester (two 8-week modules) after grades are posted by the Registrar. Review periods are fall, spring, and summer. For combined 8-week module students, SAP would be checked Fall 1—Fall 2, Spring 1—Spring 2, and Summer 1—Summer 2 or Fall 2—Spring 1, Spring 2—Summer 1, Summer 2—Fall 1, depending on the academic calendar the student started on for BBAY (Borrower-Based Academic Year).

#### SAP Status

1. **Warning:** – The first time the student falls short of meeting the required completion ratio, the student is placed in **warning status <67% completion**. **NOTE:** *The student will remain eligible to receive financial aid while in warning status.*

After attending one semester (two 8-week modules) on **warning<67% completion** status, the completion ratio must be at least 67% of **all attempted** credits, or the student becomes ineligible for financial aid.

#### "SAP Cancel"

When the status is "SAP cancel" (ineligible), the student will no longer qualify for financial aid. This status can occur because of the following conditions:

1. If the student has not reached the required 67% completion rate by the end of the Financial Aid Warning Period (one semester or two 8-week modules).
2. When the student reaches the **undergraduate** limit of 180 attempted credits.
3. If an **undergraduate student** does not meet the published GPA requirements.
4. If a **graduate student** does not maintain a minimum GPA of 3.0 after each calculation.

#### Probation

Probation status can be granted only with an approved appeal for extenuating circumstances and if Financial Aid has determined the student will make SAP standards by the end of the next semester (payment period). If Financial Aid can't determine that the student will make SAP progress by the end of the next semester, the student must be placed on an **academic plan from an SLU advisor** that details what is required for the student to meet the SAP requirements of 67% and/or earn his or her degree.

#### What happens when the student's status is "SAP Cancel"?

The student is no longer eligible for financial aid, including federal loans, as well as any aid that requires an eligible SAP status.

#### How is eligibility regained?

1. **Appeal:** If extenuating circumstances during specific terms of enrollment caused the student to not earn all attempted credits or maintain the minimum GPA, the student may file an *SAP Appeal*. Appeal forms are available on the SLU Financial Aid website. Examples of extenuating circumstances include but are not limited to unexpected death or major hospitalization of an immediate family member, extended hospitalization or medical condition of student, house fire, or being a victim of a violent crime. Unexpected employ-



ment or work issues beyond the student's control may be considered on a case-by-case basis. The appeal should address and document these extenuating circumstances **and** describe how the circumstances have changed so that the student is in a better position to be academically successful. Appeals **must** include supporting documentation. Incomplete appeals or those missing documentation are typically denied. A committee will review the appeal, and the committee's decision is final.

2. **Appeal requirements**

a. *The student must provide a typewritten personal statement* (not written by someone else on the student's behalf) *and attach documentation* of extenuating circumstances for specific terms of study with unearned (dropped, failed, incomplete, missing grades, repeated) credits that caused the student to not meet the SAP requirements.

b. *The student must explain what has changed* that will allow the student to either meet the SAP requirements at the next calculation or meet the requirements of the academic plan.

c. *The student must attach an academic plan developed by an academic advisor* which ensures that the student will meet the SAP requirements by a specific point in time, if Financial Aid determines that he or she can't meet the SAP requirements by the end of the next semester.

**Academic Circumstances That May Affect Status**

1. **Changes in major, double majors, or minors** may cause the student to reach the maximum attempted hours and lose eligibility before earning a degree.

2. **Incomplete grades, missing grades, failing grades, and course withdrawals** all lower the student's completion ratio because they are counted as attempted credits but not earned credits. They also count against the student's maximum attempted hours. Incomplete grades, missing grades, and withdrawals after the add/drop period are counted as attempted credit hours in the calculation.

3. **Courses taken for pass/fail grades** count against both the student's maximum attempted credits and the student's completion ratio.

4. **Repeated courses** count as attempted credit hours each time the student registers for them but reduce the completion ratio because they count as earned credits only once.

5. **Credits taken while enrolled in study abroad programs** count toward the student's maximum attempted credits and completion ratio. Note: Credits count as attempted, but not earned, until the student's official transcript is reviewed and processed by the SLU Registrar. This delay could cause the student to fall into warning or ineligible status for completion ratio.

6. **Remedial courses** do not count as either attempted or earned credits.

7. **Late posted grades or grade changes** will not change the student's status. The student may request a recalculation of SAP after the student has confirmed with the Registrar that the grade change has been posted to the student's academic record.

**Fees and Costs**

**Policies Common to the Graduate Degree Programs**

**Tuition and Fees**

Master of Business Administration tuition on ground (per credit hour)	\$395
Master of Business Administration online tuition (civilian rate) (per credit hour)	\$630
Master of Business Administration Gwinnett tuition on ground (per credit hour)	\$395
Master of Business Administration online tuition (military rate) (per credit hour)	\$480



Master of Science in Criminal Justice tuition (per credit hour)	\$395
Master of Arts in Teaching tuition (per credit hour)	\$395
Master of Education, Master of Science in Instructional Design, and Education Specialist tuition (per credit hour)	\$395
Master of Social Work tuition (per credit hour)	\$395
Master of Arts in Theology tuition (per credit hour)	\$395*

*\*The Saint Leo Scholars Program supplements the Master in Theology tuition as part of the Catholic Mission of Saint Leo University.*

### Other Fees

Application Fee	\$80
Internet Course Access Fee	\$120
Master's in Education Portfolio or Exam Reading Fee	\$100
International Credential Evaluation Fee	\$230
Graduation Fee (regardless of participation in Commencement)	\$115
Certificate Fee	\$60
Replacement Diploma	\$30
I.D. or Food Card Replacement	\$25
Returned Check Fee	Maximum allowed by state
Research Fee (accounts over 5 years old)	Maximum allowed by state
Capstone Course Assessment Fee*	\$50-\$175*

*\*Varies by capstone course.*

### Registration/Transcripts/Withdrawal

Late Registration or Payment	\$25
Transcripts	\$7
Rush and Overnight Delivery	\$32

### Parking Decal

Resident student (includes sales tax)	\$60
Non-resident student (includes sales tax)	\$30

*Course fees may apply.*

### Late Fees

Unpaid balances are subject to a late fee of 1% monthly (12% annually).

### Past-Due Accounts

When a student leaves the University owing money, his or her receivable balance is placed in collection status. These accounts may be assigned to an external collection agency after 90 days past due. Transcripts and diplomas will not be released until the account balance is zero.

### Financial Responsibility

No transcripts, diplomas, certificates of attendance, or certain other official documents will be released if a student has financial indebtedness to the University. If a student leaves the University with an unpaid balance, the University will have no other choice but to hold the student responsible for any legal and/or collection fees incurred by the University in collecting the unpaid balance.

By enrolling in and attending University courses, students acknowledge and agree that they are responsible for all charges incurred as a result of their matriculation and enrollment in the University. This includes late charges, collection agency costs, and attorney's fees imposed on delinquent student accounts. In many instances, some of the charges

may be settled by a student's sponsor, employer, or other interested party; however, the student is ultimately responsible for his or her account.

### **Withdrawing from Classes**

Each student has the prerogative of dropping a course(s) during the drop/add period as published for each term. After the drop/add period and until the published last date for withdrawal a letter grade of W will be assigned for each course that is dropped. **Caution:** Students who fall below full-time status, as defined by their program and course of study, will be considered part time and may cause their financial aid status to be reexamined. Failure to attend class or merely giving notice to a faculty member will not be regarded as an official notice of withdrawal. Failure to properly withdraw will result in a grade of F. Deadlines for withdrawal from courses are reflected on the published schedule. Course withdrawal does not cancel any student indebtedness to the University.

Refunds for students who withdraw from a class or classes shall be calculated according to the schedule that follows.

### **Refunds of Tuition and Course Fees**

Refunds for Saint Leo University students who withdraw before 25 percent of the term/semester has been completed shall be calculated on a pro rata basis as defined by federal regulations.

Refunds of tuition for withdrawal from courses are given according to the following schedule. *Note that if you are enrolled at a Saint Leo University Continuing Education Center and/or online program in Georgia, South Carolina, and/or Virginia, please proceed to the applicable schedule.*

#### **Tuition:**

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before the end of week two.

No refund for any course with withdrawal after the end of week two.\*

*\*Policy does not apply to students enrolled at a Saint Leo University Continuing Education Center and/or online programs in Georgia, South Carolina, and Virginia.*

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Office of Student Financial Services, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

### **Refunds of Tuition and Course Fees (Georgia and Virginia)**

*Refund policy for students enrolled in courses at Saint Leo University Continuing Education Centers and/or online programs in Georgia or Virginia.*

Refunds of tuition for withdrawal from courses are given on the following schedule:

#### **Tuition:**

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before the end of week two.

50% tuition refund if course withdrawal occurs after the end of week two and before the end of week four.

No refund for any course with withdrawal after the end of week four.

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Office of Student Financial Services, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

## **Refunds of Tuition and Course Fees (South Carolina)**

*Refund policy for students enrolled in courses at Saint Leo University Continuing Education Centers and/or online programs in South Carolina.*

Refunds of tuition for withdrawal from courses are given on the following schedule:

### **Tuition:**

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before the end of week two.

62% tuition refund if course withdrawal occurs after the end of week two and before the end of week three.

50% tuition refund if course withdrawal occurs after the end of week three and before the end of week four.

40% tuition refund if course withdrawal occurs after the end of week four and before the end of week 5.

No refund for any course with withdrawal after the end of week five.

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Office of Student Financial Services, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

## **PROGRAMS OF STUDY**

### **Master of Business Administration**

Dr. Michael Nastanski, Dean of Donald R. Tapia School of Business,  
Professor of Management and Marketing

Dr. Balbir S. Bal, Associate Dean of Donald R. Tapia School of Business, Professor of  
Computer Information Systems

Dr. Lorrie McGovern, MBA Director

Dr. Stephen L. Baglione, Chair of the Department of Communication & Marketing  
 Dr. Barbara J. Caldwell, Chair of the Department of Accounting, Economics & Finance  
 TBA, Chair of the Department of Administrative Services  
 Dr. Vyas Krishnan, Chair of the Department of Computer Science & Information Systems  
 Dr. B. Tim Lowder, Chair of the Department of Management & Business Administration  
 Dr. Eric C. Schwarz, Chair of the Department of Sport Business & International Tourism

Saint Leo University offers a Master of Business Administration degree program to meet the needs of graduate students and working professionals. The program encourages students to expand their professional competencies within and beyond the classroom. In the Saint Leo University MBA program, students will gain an in-depth understanding of the key functional areas of business. Courses focus on managing complex interactions while defining and solving real-world business challenges. In addition to mastering analytical tools and technology necessary to solving complex management problems, emphasis is placed on leadership skills and technologies within the rich values and traditions of the University.

### Expected Program Outcomes

As a result of successfully completing a course of study within Graduate Business Studies, the graduate will be expected to:

1. Exhibit key knowledge of core business management functions;
2. Be proficient in analyzing and resolving complex business problems so as to enable an organization to thrive in a dynamic marketplace;
3. Demonstrate facility in oral and written business communication;
4. Serve as an effective team member and leader in work partnerships and cross-functional collaborative efforts;
5. Make ethical business decisions within the context of a diverse set of stakeholders and in an economically responsible manner;
6. Understand the business implications of the new economy and apply widely used Internet and PC-based computer technologies to management issues.

Note the following:

1. For the master's degree, students may pursue up to two concentrations concurrently. A student must receive prior approval from the program director.
2. After conferral of a master's degree, a student may take courses as a non-degree seeking student to earn an additional concentration under his or her existing degree program. A student does not earn the same degree twice.
3. If a student wishes to return to pursue a different degree program, he or she must reapply for admission to that program.
4. A student may not use courses for which credit has been given within their program towards a certificate. Students pursuing a master's degree are not eligible to receive a certificate if those courses are part of their degree program.

### Weekend and Online MBA

The curriculum outlined below is designed to yield an understanding of business principles, the ability to use decision processes, knowledge of functional operations, and the ability to work effectively in today's ever-changing business environment.

#### Program Components

#### Credit Hours

MBA ORI	MBA Student Orientation	0
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 533	Human Resource in Management	3



MBA 535	The Legal Environment of Business	3
MBA 540	Managerial Economics	3
MBA 550	Decision Support Systems	3
MBA 560	Financial and Managerial Accounting	3
MBA 565	Marketing	3
MBA 570	Corporate Finance	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
Students must choose one course from the following:		
MBA 557	Entrepreneurship <b>or</b>	
MBA 595	Current Issues in Leadership	3
<b>Total Credit Hours</b>		<b>36</b>

### Optional Elective

MBA 625	Internship	3
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## Accounting Concentration (Online Only)

The curriculum is designed to provide an understanding of business fundamentals, the ability to use decision processes, knowledge of accounting concepts, and the ability to work effectively in today's fast-changing business environment.

Program Components		Credit Hours
MBA ORI	Student Orientation	0
MBA 525	Professional Development	3
MBA 533	Human Resource in Management	3
MBA 540	Managerial Economics	3
MBA 565	Marketing	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
ACC 504	Fund Accounting for Governmental and Not-for-Profit Accounting	3
ACC 505	Fraud Examination	3
ACC 532	Advanced Cost Accounting	3
ACC 538	Law and the Accountant	3
ACC 540	Accounting Theory	3
ACC 549	Using Financial Accounting Information	3
<b>Total Credit Hours</b>		<b>36</b>

### Optional Elective

MBA 625	Internship	3
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## Graduate Certificate in Accounting (Online Only)

The need for accountants with CPA licenses is well-known. Corporations and individuals alike are always looking for the shortest route to satisfy the requirements to sit for the CPA exam. The graduate certificate in accounting will help graduates to:

1. Meet the requirement to sit for the CPA examination in those states where 150 hours is still required without having to complete a master's degree in accounting;
2. Satisfy the need for those who have already passed the CPA examination and require 150 hours to become licensed;
3. Gain employment, as many employers in the accounting profession prefer graduates who are CPA eligible;

4. Gain knowledge and skills in the accounting areas that are generally not covered at the undergraduate level;
5. Study at their own convenience, as these courses will be offered online.

Program Components		Credit Hours
ACC 504	Fund Accounting for Governmental and Not-for-Profit Accounting	3
ACC 505	Fraud Examination	3
ACC 532	Advanced Cost Accounting	3
ACC 538	Law and the Accountant	3
ACC 540	Accounting Theory	3
ACC 549	Using Financial Accounting Information	3
<b>Total Credit Hours</b>		<b>18</b>

## Health Care Management Concentration (Online Only)

The curriculum is designed to provide an understanding of business fundamentals, the ability to use decision processes, knowledge of functional operations specifically as they relate to health care management concepts, and the ability to work effectively in today's fast-changing health care business environment.

Program Components		Credit Hours
MBA ORI	Student Orientation	0
MBA 525	Professional Development	3
MBA 533	Human Resource in Management	3
MBA 540	Managerial Economics	3
MBA 560	Financial and Managerial Accounting	3
MBA 565	Marketing	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
HCM 520	Health Care Organization/Managed Care	3
HCM 530	Community Health Evaluation/Epidemiology	3
HCM 540	Critical Issues in Health Care	3
HCM 550	Health Care Management	3
HCM 590	Health Policy and Evaluation	3
<b>Total Credit Hours</b>		<b>36</b>

### Optional Elective

MBA 625	Internship	3
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## Graduate Certificate in Health Care Management (Online Only)

The health care management field is constantly changing, and the standards are very demanding. This certificate program will allow graduate students the opportunity to gain new insight into health care management and demonstrate to the community that they have the additional knowledge and skills required to be a fully qualified health care management professional.

Program Components		Credit Hours
HCM 520	Health Care Organization/Managed Care	3
HCM 530	Community Health Evaluation/Epidemiology	3
HCM 540	Critical Issues in Health Care	3
HCM 550	Health Care Management	3

HCM 560	Consumer Health Care	3
HCM 590	Health Policy and Evaluation	3
<b>Total Credit Hours</b>		<b>18</b>

## Human Resource Management Concentration (Online Only)

The curriculum is designed to yield an understanding of business, the ability to use decision processes, knowledge of functional operations specifically as they relate to the management of human resources, and the ability to work effectively in today's ever-changing business environment. The main purpose of this concentration is to provide an opportunity for today's dynamic HR professional to study current issues and concerns.

Students will learn/review theories and applications involved with people management. Current topics such as training, selection, compensation, and legal issues will be studied in depth.

Program Components		Credit Hours
MBA ORI	Student Orientation	0
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 540	Managerial Economics	3
MBA 560	Financial and Managerial Accounting	3
MBA 565	Marketing	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
HRA 539	Human Resource Development	3
HRA 545	Administrative and Personnel Law	3
HRA 549	Recruitment, Selection, and Placement	3
HRA 562	Total Compensation	3
HRA 596	Strategic Issues in Human Resources	3
<b>Total Credit Hours</b>		<b>36</b>

### Optional Elective

MBA 625	Internship	3
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## Graduate Certificate in Human Resource Management (Online Only)

Human resource management is one of the fastest-growing and evolving career paths in our economy today. The graduate certificate program in HR covers a broad spectrum of HR responsibilities and will provide students with the opportunity to develop the professional HR skills and knowledge required for the workplace. The certificate will also benefit HR professionals who wish to broaden their skills base, increasing their attractiveness to current or subsequent employers.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 533	Human Resource in Management	3
HRA 545	Administrative and Personnel Law	3

<i>Select two of the following three classes:</i>		6
HRA 539	Human Resource Development	

HRA 549	Recruitment, Selection, and Placement
HRA 562	Total Compensation

HRA 596	Strategic Issues in Human Resources	3
<b>Total Credit Hours</b>		<b>21</b>

## Information Security Management Concentration (Online Only)

The importance of information systems security and the need to protect the resources in a company's information system are the basis for the Master of Business Administration with a concentration in information security management. This degree will ensure that graduates have sound technical skills and business knowledge.

Managers who have knowledge in both the technical areas and management are needed to lead the technically qualified individuals who are in the forefront of the war against those who would prey upon us via electronic media. This is where the need arises for graduate information security management education. Information security management educates managers to locate the information resources and knowledge in a company and find ways to protect that knowledge as it is acquired, distributed, and stored.

Program Components		Credit Hours
MBA ORI	Student Orientation	0
MBA 525	Professional Development	3
MBA 533	Human Resource in Management	3
MBA 540	Managerial Economics	3
MBA 560	Financial and Managerial Accounting	3
MBA 565	Marketing	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
COM 510	Management of Information Security	3
COM 520	Systems Security Management	3
COM 530	Network Security Management	3
<i>Select one of the following two courses:</i>		
COM 540	Disaster Recovery Management <b>or</b>	
COM 545	Web Security Management	3
COM 590	Strategic Planning for Information Security	3
<b>Total Credit Hours</b>		<b>36</b>

### Optional Elective

MBA 625	Internship	3
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### Prerequisite Knowledge Requirements

The requirement for technical knowledge and skills in order to be successful in an information security management curriculum dictates that students should have some prior knowledge of computer operations, networking, and other areas in the computer field. Students who do not have such experience may experience difficulty in being successful in the concentration. Students may have taken the requisite academic credits at the undergraduate level, demonstrate the knowledge through comprehensive testing or previous experience in the field, or take courses that are offered by Saint Leo University or another accredited institution.



## **Recommended Background Classes (these classes or equivalent would be taken at the undergraduate level):**

### **Network Theory and Design (COM 309)**

An introduction to the theory, design, and application of networks, the course will include the creation or simulation of a computer network.

### **Information Technology and Project Management (COM 424)**

The rapidly changing field of information technology requires a solid knowledge foundation. This course reviews contemporary information technology management and the relevant issues of effective management of the information service activities.

### **Management Information Systems (MGT 327)**

A study of important uses of information technology in organizations. Issues studied include information requirements and flow, system design and analysis methodologies, the generation and accumulation of data for decision making, and the implementation and control of information systems.

## **Graduate Certificate in Information Security Management (Online Only)**

The importance of information systems security and the need to protect the resources in a company's information system are the basis for the Graduate Certificate in Information Security Management. This certificate will allow individuals who have a graduate or undergraduate degree the opportunity to gain knowledge and substantiation that they have that knowledge.

### **Program Components**

### **Credit Hours**

COM 510	Management of Information Security	3
COM 520	Systems Security Management	3
COM 530	Network Security Management	3
COM 540	Disaster Recovery Management	3
COM 545	Web Security Management	3
COM 590	Strategic Planning for Information Security	3
<b>Total Credit Hours</b>		<b>18</b>

### **Prerequisite Knowledge Requirements**

See the listing above under the Information Security Management Concentration for recommended courses that provide the prerequisite knowledge.

## **Marketing Concentration (Online Only)**

The curriculum is designed to support students who are either working or would like to pursue careers in marketing-related fields such as sales, promotions, brand management, marketing research, and e-marketing. The concentration is designed to provide an understanding of business fundamentals as well as a complete set of marketing concepts and theories used in business.

### **Program Components**

### **Credit Hours**

MBA ORI	Student Orientation	0
MBA 525	Professional Development	3
MBA 533	Human Resource in Management	3
MBA 540	Managerial Economics	3
MBA 560	Financial and Managerial Accounting	3
MBA 565	Marketing	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
MKT 564	Global Marketing	3

MKT 566	Sales Management	3
MKT 568	Advertising and Promotion	3
MKT 569	Marketing Innovations and New Product Development	3
<i>Plus, select one of the following three courses:</i>		
MKT 562	Brand Management <b>or</b>	
MKT 563	E-Marketing <b>or</b>	
MKT 567	Marketing Research	3

**Total Credit Hours** **36**

**Optional Elective**

MBA 625	Internship	3
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## Graduate Certificate in Marketing (Online Only)

The curriculum consists of advanced, graduate-level training and coursework designed to support students who would like to pursue careers in marketing-related fields and working professionals who want to expand their education and training without attending a full MBA program.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 565	Marketing	3
MKT 564	Global Marketing	3
MKT 566	Sales Management	3
MKT 568	Advertising and Promotion	3
MKT 569	Marketing Innovations and New Product Development	3

*Plus one of the following:*

MKT 562	Brand Management <b>or</b>	
MKT 563	E-Marketing <b>or</b>	
MKT 567	Marketing Research	3

**Total Credit Hours** **21**

## Sport Business Concentration (Online Only)

The primary mission of the Master in Business Administration with a concentration in sport business is to meet the needs of the active sport business professional. The curriculum is designed to provide core MBA courses supplemented with specialized courses that apply certain business concepts to the sport industry. The Saint Leo University MBA sport business concentration is accredited by the Commission on Sport Management Accreditation (COSMA). This new accreditation was first available in 2010. The program is one of only two master's-level programs in the nation to earn accreditation in the first year available, and is currently the only accredited MBA program.

Program Components		Credit Hours
MBA ORI	Student Orientation	0
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 533	Human Resource in Management	3
MBA 540	Managerial Economics	3
MBA 560	Financial and Managerial Accounting	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
SPB 510	Foundations of Sport	3

SPB 535	Risk Management and Legal Concepts in Sport	3
SPB 545	Facility Planning and Management in Sport	3
SPB 565	Sport Marketing	3
SPB 570	Financial Aspects of Sport	3
<b>Total Credit Hours</b>		<b>36</b>

### Optional Elective

SPB 597	Internship in Sport Business	6
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*Note on prerequisites:* Students should check course descriptions for most prerequisites.

Special attention should be paid to the following:

- SPB 510 is a prerequisite for all other SPB courses.
- Prerequisites for MBA courses are as currently published with the exception of courses not required by those in the SPB concentration.
- SPB 510 through 570 must be taken before MBA 599.

*Note on internship elective:* It is strongly recommended that students currently not working in the sport industry, or students looking to make a career change within the sport industry, take SPB 597 as an elective over and above the required courses for the MBA sport business concentration.

## Master of Science in Criminal Justice

Dr. Robert Diemer, Director, Professor of Criminal Justice

Dr. Ernest Vendrell, Assistant Director, Associate Professor of Criminal Justice

Dr. Eloy Nunez, Associate Professor of Criminal Justice

Dr. Leonard Territo, Distinguished Visiting Professor of Criminal Justice

Peter Wubbenhorst, Esq., Associate Professor of Criminal Justice

Christine Sereni-Massinger, Esq., Lead Contract Faculty, Graduate Criminal Justice

The primary mission of the Master of Science in Criminal Justice Program is to serve both active and aspiring criminal justice professionals. The curriculum is designed to provide and enhance their knowledge, skills, and values for the purpose of increasing the effectiveness, professionalism, and policy-making abilities of criminal justice administrators.

### Expected Program Outcomes

1. Graduates should demonstrate an ability to a) use computerized databases to access criminal justice policy research; b) evaluate the methodologies, findings, and conclusions of such studies; and c) use this information in the development, implementation, and evaluation of agency policies and procedures.
2. Graduates should a) know the history and development of ethical standards that are relevant to criminal justice administration; b) understand how leadership can affect organizational ethics; and c) develop skills for the practical application of ethical standards within the criminal justice system.
3. Graduates should demonstrate an ability to be effective criminal justice agency human resource managers. To this end they should a) be knowledgeable about the current issues and innovations in personnel resource management; b) understand trends in management of human resources of an agency; and c) recognize and explain the most effective human resource management programs in criminal justice.
4. Graduates should demonstrate an ability to be effective criminal justice agency fiscal resource managers and planners. To this end they should a) be knowledgeable about the current issues and innovations in fiscal resource development, budgeting, accounting, and reporting; b) understand and articulate the most desirable methods and systems in use in criminal justice agencies; and c) be able to discuss the most effective



means of integrating long- and short-range planning and budgeting in criminal justice agencies.

5. Graduates should a) be thoroughly aware of the complex legal environment within which their agencies must operate; and b) be able to articulate an understanding of personnel law, issues of civil liability, and substantive and procedural laws related to criminal justice agencies and their administration.
6. Graduates should a) demonstrate an awareness of currently existing criminal justice information resources and systems; b) demonstrate the technical understanding necessary to effectively apply these resources to the administration of criminal justice; and c) be able to articulate policy issues created or impacted by information resource systems and technology.
7. Graduates should a) be able to understand and articulate the normal processes through which criminal justice policies are developed and implemented; b) be able to identify public, private, and special interest organizations and individuals involved in criminal justice policy making; and c) be able to articulate methods by which the success of public policy making may be evaluated.
8. Graduates should a) be able to understand and articulate the role of leadership in a criminal justice agency; b) be able to articulate the desirable traits in a criminal justice leader; and c) be able to distinguish among leadership, management, and supervision.
9. Graduates should a) be able to define and discuss the effective components of "futures studies" as applied to criminal justice administration; b) be able to identify major trends and conditions affecting the State of Florida, its communities, and its criminal justice agencies; and c) discuss methods by which such trends and conditions may be effectively anticipated, identified, assessed, and monitored.
10. Graduates should a) be aware of the changing nature and substance of criminal justice issues in their discipline and communities; and b) be able to articulate an understanding of the more critical current issues and problems facing criminal justice administrators.
11. Graduates should have the skills, attitudes, and knowledge base to apply the content of their postgraduate education to addressing substantive criminal justice administrative challenges and goals.

### **Blended/Web-Enhanced/Online Curriculum**

The Blended Master of Science in Criminal Justice Program is for those professionals who wish to complete the graduate program by delivery modes other than traditional campus classes. The blended program offers classes in a variety of delivery formats—for example, online, VTT (video conferencing), Elluminate and campus, including the Institute for Excellence in Criminal Justice Administration.

The Master of Science in Criminal Justice Program on University Campus is designed to serve the needs of working professionals. The program is offered in several formats: Campus and VTT (video conferencing) during the three semesters (fall, spring, and summer), which consist of eight four-hour classes scheduled in the morning and afternoon on Saturday and/or Sundays in an alternating format (when applicable); online (eight-week sessions); University Centers (eight-week sessions); Institute for Excellence in Criminal Justice Administration, which includes the Command Officer Management Seminar Program (special program offerings) and Summer Institute held at the University Campus; or specially arranged programs such as the College Learning at Sea Program. In the online program only, CRJ 530 Ethical Issues in Criminal Justice is a prerequisite for all courses.

The Master of Science in Criminal Justice Program consists of 36 graduate credit hours and requires students to take the five core classes and choose six elective courses.



Program Components		Credit Hours
<b>Core Classes</b>		
CRJ 530	Ethical Issues in Criminal Justice Administration*	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration**	6
<b>Elective Courses (choose six)</b>		
CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Methodology	3
CRJ 522	Corrections Issues and Trends	3
CRJ 523	Correctional Leadership	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3
CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3
CRJ 548	Crime Scene Investigation and Management	3
CRJ 551	Legal Issues in Criminal Justice Agencies II (prerequisite CRJ 550)	3
CRJ 552	Criminal Advocacy and Judicial Procedure	3
CRJ 553	The Fundamentals of Civil Litigation	3
CRJ 555	Information Resource Management for Criminal Justice Management	3
CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice Administration	3
CRJ 581	Impact of Terrorism on Homeland Security	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3
PSY 501	Introduction in Forensic Psychology	3
PSY 505	Forensic Interviews and Interrogations	3
PSY 510	Psychopathology of Criminal Behavior	3
PSY 515	Courtroom Psychology	3
<b>Total Credit Hours</b>		<b>36</b>

\*In the Online Program only, CRJ 530 Ethical Issues in Criminal Justice is a prerequisite to all courses.

\*\*CRJ 590: Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course

will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

## Corrections Specialization (Online Only)

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, correctional officers, probation and parole officers, community correctional officers, and those that work within the correctional population. In the past 30 years, correctional organizations have undergone dramatic changes in the field of correctional management. This course of study is designed to provide the learner with current leadership practices, understanding the complex treatments and issues of offenders, trends of the twenty-first century, health care practices, and the problems associated with recidivism.

In order to earn the degree with the specialization in corrections, a student must successfully complete the five core courses, the four corrections courses, and two elective courses.

Core Courses		Credit Hours
CRJ 530	Ethical Issues in Criminal Justice Administration*	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration**	6
Corrections Courses		
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Mythology	3
CRJ 522	Corrections Issues and Trends	3
CRJ 523	Correctional Leadership	3
Elective Courses (choose two)		
CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3
CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3
CRJ 548	Crime Scene Investigation and Management	3
CRJ 551	Legal Issues in Criminal Justice Agencies II (prerequisite CRJ 550)	3
CRJ 552	Criminal Advocacy and Judicial Procedure	3
CRJ 553	The Fundamentals of Civil Litigation	3
CRJ 555	Information Resource Management for Criminal Justice Management	3
CRJ 570	Future Studies in Criminal Justice	3

CRJ 575	Contemporary Issues in Criminal Justice Administration	3
CRJ 581	Impact of Terrorism on Homeland Security	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3
PSY 501	Introduction in Forensic Psychology	3
PSY 505	Forensic Interviews and Interrogations	3
PSY 510	Psychopathology of Criminal Behavior	3
PSY 515	Courtroom Psychology	3
<b>Total Credit Hours</b>		<b>36</b>

\*In the Online Program only, CRJ 530 Ethical Issues in Criminal Justice is a prerequisite for all courses.

\*\*CRJ 590: Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

## **Critical Incident Management Specialization (Online Only)**

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, and organizations that are faced with a myriad of challenges as a result of recent disasters and current world threats. The course of study is designed to yield an understanding of how to manage critical incidents, psychological aspects of disasters for first responders, hazard mitigation, and risk identification.

In order to earn the degree with the concentration in critical incident management, a student must successfully complete the five core courses, the four critical incident management courses, and two elective courses.

<b>Core Courses</b>		<b>Credit Hours</b>
CRJ 530	Ethical Issues in Criminal Justice Administration*	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration**	6
<b>Critical Incident Management Courses</b>		
CRJ 581	Impact of Terrorism on Homeland Security	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3
<b>Elective Courses (choose two)</b>		
CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Methodology	3
CRJ 522	Corrections Issues and Trends	3
CRJ 523	Correctional Leadership	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3

CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3
CRJ 548	Crime Scene Investigation and Management	3
CRJ 551	Legal Issues in Criminal Justice Agencies II (prerequisite CRJ 550)	3
CRJ 552	Criminal Advocacy and Judicial Procedure	3
CRJ 553	The Fundamentals of Civil Litigation	3
CRJ 555	Information Resource Management for Criminal Justice Management	3
CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice Administration	3
PSY 501	Introduction in Forensic Psychology	3
PSY 505	Forensic Interviews and Interrogations	3
PSY 510	Psychopathology of Criminal Behavior	3
PSY 515	Courtroom Psychology	3
<b>Total Credit Hours</b>		<b>36</b>

\*In the Online Program only, CRJ 530 Ethical Issues in Criminal Justice is a prerequisite for all courses.

\*\*CRJ 590: Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

## Forensic Psychology Specialization (Online Only)

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, and those individuals who have an interest in understanding the role of forensic psychology in the field of criminal justice. The area of forensic psychology plays an important role in the investigation criminal offences. This course of study will focus on the way that psychology and the criminal code interact together to solve some of the world's most heinous, violent criminal acts, clinical aspects of psychological disorder as they impact individuals and criminal behavior, the use of psychology when conducting interviews, and the important function of how forensic psychology works within the courts system.

In order to earn the degree with the specialization in forensic psychology, a student must successfully complete the five core courses, the four forensic psychology courses, and two elective courses.

<b>Core Courses</b>		<b>Credit Hours</b>
CRJ 530	Ethical Issues in Criminal Justice Administration*	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration**	6



## Forensic Psychology Courses

PSY 501	Introduction in Forensic Psychology	3
PSY 505	Forensic Interviews and Interrogations	3
PSY 510	Psychopathology of Criminal Behavior	3
PSY 515	Courtroom Psychology	3

## Elective Courses (choose two)

CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Methodology	3
CRJ 522	Corrections Issues and Trends	3
CRJ 523	Correctional Leadership	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3
CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3
CRJ 548	Crime Scene Investigation and Management	3
CRJ 551	Legal Issues in Criminal Justice Agencies II (prerequisite CRJ 550)	3
CRJ 552	Criminal Advocacy and Judicial Procedure	3
CRJ 553	The Fundamentals of Civil Litigation	3
CRJ 555	Information Resource Management for Criminal Justice Management	3
CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice Administration	3
CRJ 581	Impact of Terrorism on Homeland Security	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3

**Total Credit Hours** **36**

\*In the Online Program only, CRJ 530 Ethical Issues in Criminal Justice is a prerequisite for all courses.

\*\*CRJ 590: Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

## Forensic Science Specialization (Online Only)

The curriculum as outlined below is designed to serve both active and aspiring criminal justice professionals. The curriculum provides and enhances the knowledge, skills, and values for the purpose of increasing the effectiveness, professionalism, and policy-making

abilities of criminal justice practitioners. This specialization introduces the student to how forensic science is used in the field of criminal justice.

In order to earn the degree, a student must successfully complete the five core courses, the four forensic science courses, and two elective courses.

<b>Core Courses</b>		<b>Credit Hours</b>
CRJ 530	Ethical Issues in Criminal Justice Administration*	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration**	6
<b>Forensic Science Courses</b>		
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3
CRJ 548	Crime Scene Investigation and Management	3
<b>Elective Courses (choose two)</b>		
CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Methodology	3
CRJ 522	Corrections Issues and Trends	3
CRJ 523	Correctional Leadership	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3
CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3
CRJ 551	Legal Issues in Criminal Justice Agencies II (prerequisite CRJ 550)	3
CRJ 552	Criminal Advocacy and Judicial Procedure	3
CRJ 553	The Fundamentals of Civil Litigation	3
CRJ 555	Information Resource Management for Criminal Justice Management	3
CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice Administration	3
CRJ 581	Impact of Terrorism on Homeland Security	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3
PSY 501	Introduction in Forensic Psychology	3
PSY 505	Forensic Interviews and Interrogations	3
PSY 510	Psychopathology of Criminal Behavior	3
PSY 515	Courtroom Psychology	3
<b>Total Credit Hours</b>		<b>36</b>

\*In the Online Program only, CRJ 530 Ethical Issues in Criminal Justice is a prerequisite for all courses.

**\*\*CRJ 590:** Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

## Legal Studies Specialization (Online Only)

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, correctional officers, probation and parole officers, and those individuals that have an interest in further understanding the role of the legal system within the United States. This course of study will provide students with a well-rounded understanding of legal procedures and how the judicial system operates within the civil and criminal domain.

In order to earn the degree with the specialization in legal studies, a student must successfully complete the five core courses, the three legal studies courses, and two elective courses.

Core Courses		Credit Hours
CRJ 530	Ethical Issues in Criminal Justice Administration*	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration**	6

### Legal Studies Courses

CRJ 551	Legal Issues in Criminal Justice Agencies II (prerequisite CRJ 550)	3
CRJ 552	Criminal Advocacy and Judicial Procedure	3
CRJ 553	The Fundamentals of Civil Litigation	3

### Elective Courses (choose three)

CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Methodology	3
CRJ 522	Corrections Issues and Trends	3
CRJ 523	Correctional Leadership	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3
CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3
CRJ 548	Crime Scene Investigation and Management	3
CRJ 555	Information Resource Management for Criminal Justice Management	3
CRJ 570	Future Studies in Criminal Justice	3

CRJ 575	Contemporary Issues in Criminal Justice Administration	3
CRJ 581	Impact of Terrorism on Homeland Security	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3
PSY 501	Introduction in Forensic Psychology	3
PSY 505	Forensic Interviews and Interrogations	3
PSY 510	Psychopathology of Criminal Behavior	3
PSY 515	Courtroom Psychology	3
<b>Total Credit Hours</b>		<b>36</b>

\*In the Online Program only, CRJ 530 Ethical Issues in Criminal Justice is a prerequisite for all courses.

\*\*CRJ 590: Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call, VTT (video conferencing), and/or Elluminate.

## Graduate Certificate in Criminal Justice Management

The graduate certificate in criminal justice management is designed for individuals seeking an advanced graduate certificate or who hold an accredited master's degree in any discipline and seek 18 credit hours in the field of criminal justice to satisfy teaching requirements.

Program Components		Credit Hours
CRJ 530	Ethical Issues in Criminal Justice Administration	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice Administration	3
<b>Total Credit Hours</b>		<b>18</b>

## Master of Science in Critical Incident Management

Dr. Robert Diemer, Director, Professor of Criminal Justice

Dr. Ernest Vendrell, Assistant Director, Associate Professor of Criminal Justice

Dr. Eloy Nunez, Associate Professor of Criminal Justice

Christine Sereni-Massinger, Esq., Lead Contract Faculty, Graduate Criminal Justice

The Master of Science in Critical Incident Management is designed to prepare individuals from the public and private sectors, nongovernmental organizations, and the military to manage the diverse challenges facing our nation as a result of recent disasters and complex global threats. The comprehensive curriculum is designed to expose students to the necessary theoretical knowledge and practical skills that are necessary for effectively managing a wide range of critical incidents. Students will critically analyze historical and contemporary case studies to identify best practices for identifying threats, minimizing risk, and ef-



fectively leading organizations in times of crisis. Students will also gain an understanding of the sociological and psychological aspects of disasters and how these can affect those involved in catastrophic events.

**Expected Program Outcomes**

Graduates of the Master of Science in Critical Incident Management Program should be able to articulate and/or demonstrate the following knowledge and skills:

1. The legal and regulatory environment affecting the field of emergency and disaster management, including the role of federal, state, and local governments within this legal framework.
2. Various financial management concepts and techniques applicable to the field of emergency and disaster management, and how the strategic management process affects budgeting, financial management, and performance management.
3. The political dynamics of emergency and disaster management and the importance of various public policy formulation and implementation issues, to include problem identification, stakeholder analysis, agenda setting, and interest groups.
4. Contemporary organizational leadership theories and concepts applicable to the field of emergency and disaster management, to include transformational leadership, motivation, effective organizational communication, group dynamics, organizational culture and climate, professional development, and individual and organizational ethics.
5. Various techniques and concepts used in research and evaluation, and how these apply to selected policies, procedures, practices, and programs applicable to emergency and disaster management.
6. The historical and philosophical basis of terrorism, and how to design counter-terrorism programs to protect the public and first responders from identified threats by minimizing risk.
7. The nature of disaster, the complexities of disaster response operations, and the role of various critical incident management personnel in managing disaster response operations.
8. The role of risk identification and assessment in emergency and disaster management, including existing legislative and administrative mandates concerning the detection, prevention, and mitigation of hazards and risk.
9. The psychological trauma that may be experienced by victims and first responders to disasters as well as the treatment strategies that may be needed, to include post-traumatic stress disorder (PTSD) and critical incident stress management (CISM).
10. The relevant sociological research regarding disasters, to include individual, group, organization, and community responses to, and recovery from, disasters.
11. Contemporary principles and practices of hazard mitigation, to include the tools, techniques, and resources applicable to planning for and implementing successful hazard mitigation programs.

**Blended Curriculum/Web-Enhanced/Online**

The Blended Master of Science in Critical Incident Management Program is for those professionals who wish to complete the graduate program by delivery modes other than traditional campus classes. The blended program offers classes in a variety of delivery formats—for example, online, VTT (video conferencing), Elluminate, and on campus.

The Master of Science in Critical Incident Management Program consists of 36 graduate credit hours.

**Program Components**

		Credit Hours
CIM 575	Legal and Regulatory Aspects of Critical Incident Management	3
CIM 576	Financial Management	3

CIM 577	Politics and Policy in Critical Incident Management	3
CIM 578	Leadership Applications in Critical Incident Management	3
CIM 579	Applied Research and Evaluation	3
CIM 581	Impact of Terrorism on Homeland Security	3
CIM 582	Management of Critical Incident Operations	3
CIM 583	Risk Identification and Assessment	3
CIM 584	Psychological Aspects of Critical Incidents	3
CIM 585	Social Dimensions of Disaster	3
CIM 586	Hazard Mitigation	3
CIM 590	Applied Project in Critical Incident Management*	3
<b>Total Hours</b>		<b>36</b>

\*Must be the last course taken prior to program completion.

## Graduate Studies in Education

Dr. Karen A. Hahn, Director of Graduate Studies, Associate Professor of Education

Dr. Patricia A. Parrish, Associate Dean, School of Education and Social Services

Dr. Melinda Carver, Assistant Professor of Education

Dr. Sharyn Disabato, Assistant Professor of Education

Dr. John D. Smith, Associate Professor of Education

Dr. Charles Dennis Hale, Professor of Education

Dr. Keya Mukherjee, Assistant Professor of Education

Dr. Carol Todd, Assistant Professor of Education

Dr. Dwight Raines, Assistant Professor of Education

Dr. Elaine Omann, Assistant Professor of Education

The Graduate Studies in Education Department comprises several degree programs for those interested in K-12 education and for those interested in corporate training. The M.Ed. programs are designed for teaching professionals desiring to enhance their skills and for those new to the profession. The M.S. degree allows corporate workers to enhance their knowledge of pedagogy and instruction.

The Education Specialist (Ed.S.) degree is offered to individuals holding a master's degree in education or a related field (reading, guidance/counseling, social work, etc.).

Several of our programs are designed to meet certification requirements and may be state-approved in the state of Florida, but students who seek certification need to be aware that teacher licensure is a function of each state's Department of Education and not of the University. Students are advised to check with the state in which they hope to teach prior to their first semester of enrollment to determine how our programs align with their certification requirements.

## Professional Code of Ethics

The profession of education has established standards for ethical behavior. Accordingly, Saint Leo University expects its graduate education students to conduct themselves at the highest levels of conduct in their relationships with faculty, staff, and fellow students. Included are personal and professional relationships, communication (including e-mail and other electronic formats), or other forms of communication, either written or verbal. Students determined to be in violation of this code may be subject to academic discipline, including suspension or expulsion from the University.

## Master of Education

**Educational Leadership Concentration**

**Instructional Leadership Concentration**

**Exceptional Student Education Concentration**

**Reading Concentration**

The Master of Education Program is designed to meet the needs of full-time working educators. The following four concentrations (majors) are offered: educational leadership, instructional leadership, exceptional student education, and reading.

### Educational Leadership

Presented within this sequence of courses is a core of knowledge, the mastery of which will empower the graduate to be an educational leader with a vision of the future and engaged in the process of continual professional growth and collaborative reform. All courses within the Leadership Studies in Education Program are infused with the Core Values of Saint Leo University.

The curriculum consists of a coherent set of courses that constitute three domains: instructional, school operations, and school leadership. It is recommended that students begin with the courses that focus on instructional leadership, then school operations and end with school leadership courses. Coursework in this program will emphasize the cogent theories, policies, and practical aspects of education. Each course is designed to assist the student in mastery of the Florida Principal Leadership Standards, the Florida System of School Improvement and Accountability, and the Guidelines for Certification in Educational Leadership.

### Expected Program Outcomes

As a result of successfully completing a course of study within the Leadership Studies in Education Program, the graduate will be expected to:

1. Articulate key concepts of the disciplines that inform educational leadership and apply the integration of those disciplines;
2. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy to improve teaching and learning;
3. Apply knowledge of research-based instructional and assessment strategies to improve teaching and learning;
4. Apply knowledge of leadership theory and recommended practice in educational environments;
5. Become an accomplished educational leader as specified by the State of Florida Accomplished Practices and/or the Florida Principal Leadership Standards;
6. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
7. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective decision making;
8. Demonstrate an ability to read and understand the professional literature relevant to education leadership practice and theory;
9. Demonstrate an understanding of the educational change process and its management; and
10. Demonstrate an understanding of the centrality of educational and administrative technology in effective school governance and the improvement of teaching and learning.

The Leadership Studies in Education Program is designed to meet the continuing education and professional development needs of public and private educators. The program, normally a minimum of 36 semester hours or credits, has a six-course core curriculum and two six-course concentrations.

### Curriculum

The Florida program is a Florida state-approved program for teachers holding K-12 certification and who can complete the Practicum (EDU 678) in the state of Florida and is for



those who intend to seek Education Leadership (Level 1) certification through the Florida Department of Education. Candidates who have not met State of Florida ESOL requirements must take and pass EDU 561 in addition to the requirements cited below. The Florida state-approved program is offered fully online and in traditional, blended formats.

Program Components		Credit Hours
<b>Florida Educational Leadership Concentration Courses</b>		
EDU 615	Instructional Leadership: Theory and Practice	3
EDU 624	Instructional Leadership: ESE	3
EDU 628	Educative Assessment and Accountability	3
EDU 635	Technology for Instruction and Leadership	3
EDU 647*	School Operations	3
EDU 649	Community School Relations	3
EDU 659	Public School Law	3
EDU 661*	Managing the Learning Environment	3
EDU 662	Human Resource Development and Management in Education	3
EDU 669	Principalship: Theory and Practice	3
EDU 678*	Educational Leadership Practicum	3
EDU 688	Public School Financial and Safety Management	3
<b>Total Hours</b>		<b>36</b>
<b>*16-week course</b>		

## Instructional Leadership

The Instructional Leadership concentration is for those educators who are not seeking Educational Leadership certification through the Florida Department of Education. The purpose of this concentration is to assist these educators to develop the management and leadership skills necessary for full participation in educational governance at the school, district, and community levels.

### Expected Program Outcomes

1. Apply knowledge of research-based instructional and assessment strategies to improve teaching and learning;
2. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
3. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences, as well as involve such groups in effective decision making;
4. Demonstrate an ability to read and understand the professional literature relevant to instructional practice and theory;
5. Demonstrate an understanding of educational change process;
6. Demonstrate an understanding of the centrality of instructional technology in effective school governance and the improvement of teaching and learning.

### Instructional Leadership Concentration Courses

EDU 607	Theories and Practices of Curriculum Leadership	3
EDU 615	Instructional Leadership	3
EDU 621	Psychology of Learning	3
EDU 624	Instructional Leadership: ESE	3
EDU 630	Measuring Learning and Performance	3
EDU 632*	Educational Research Methods	3
EDU 635	Technology for Instruction and Leadership	3
EDU 649	School and Community School Relations	3
EDU 659	Public School Law	3



EDU 660	Theory and Practice of School Leadership	3
EDU 665	Education Governance	3
EDU 670*	Action Research	3
<b>Total Hours</b>		<b>36</b>

\*16-week course

All students will receive and are required to sign a degree program outline.

**Note:** Students petitioning to waive a prerequisite or corequisite must apply to the Office of Graduate Studies in Education on the form provided for that purpose.

### The Comprehensive Examination/Degree Conferral

Effective July 1, 2007, students who are admitted to the M.Ed. program and are seeking educational leadership certification in Florida through the Florida state-approved educational leadership program must pass all subtests of the Florida Educational Leadership Exam (FELE), document the ESOL requirement, and submit a passing FELE score report to the Director of Graduate Studies in Education to satisfy degree conferral requirement.

### Educational Leadership Certification

Prior to applying to the State of Florida Department of Education for certification in Education Leadership, the applicant must have a master's or higher degree awarded by a standard institution, have successfully completed the Florida Educational Leadership Core Curriculum, document the ESOL requirement, and have passed the Florida Education Leadership certification exam. Certification requirements may change from time to time; it is the responsibility of the student to know current state certification requirements as they may apply.

### Exceptional Student Education

The curriculum for the concentration in Exceptional Student Education consists of a coherent set of courses that are sequenced to assist students in mastering the Florida Educator Accomplished Practices, the Florida Professional Education Competencies and Skills for Certification, the ESOL Performance Standards and Competencies and Skills, the Reading Endorsement Competencies, and the Florida Exceptional Student Education Standards. Program graduates will be able to:

1. Articulate key concepts of the disciplines that inform exceptional student education and apply the integration of these disciplines;
2. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
3. Demonstrate reflective practice based on the institutional core values and their impact on the use of disabilities knowledge;
4. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy in exceptional student education to improve teaching and learning;
5. Apply knowledge of research-based instructional and assessment strategies in exceptional student education to improve teaching and learning;
6. Apply knowledge of exceptional student education theory and recommended practice in educational environments;
7. Become an accomplished educational practitioner as specified by the State of Florida Accomplished Practices and the Florida Subject Area Competencies in Exceptional Student Education;
8. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective instructional planning;

9. Demonstrate an ability to read and understand the professional literature relevant to exceptional student education practice and theory; and
10. Apply knowledge of research-based instructional and assessment strategies in ESOL and reading education to improve teaching and learning.

## Curriculum

The **Exceptional Student Education concentration** is for those who wish to increase their knowledge base in the area of special education. It has been designed to provide the knowledge base needed for general educators who wish to expand their areas of certification. Coursework is offered through a blended format with expectations for assignments to be completed in K-12 schools. Most of the courses in the program require fieldwork. If you are not currently teaching in a K-12 setting, you are encouraged to volunteer once a week in a classroom.

### **Exceptional Student Education Concentration Courses Track A: State-approved program leading to certification eligibility in the State of Florida in Exceptional Student Education (K-12) with Reading and ESOL endorsements for teachers who can complete a practicum in Florida**

Program Components		Credit Hours
EDU 546	Reading in the Content Area	3
EDU 562*	ESOL 1: Applied Linguistics	3
EDU 563	ESOL 2: Methods of Teaching and Testing/Evaluation	3
EDU 602	Foundations in Reading	3
EDU 620	Introduction to Special Education: Ethics, Placement, and Diversity	3
EDU 633	Theories and Methods for SLD/EH	3
EDU 634	Theories and Methods of Intellectual and Developmental Disabilities	3
EDU 640	Managing Students with Exceptionality	3
EDU 646	Assessment for ESE: Evaluation, Interpretation, and Placement	3
EDU 653	Collaborating in Inclusive Settings	3
EDU 656	Transition Planning for Students with Exceptionality	3
EDU 672*	Instructional Design for ESE	3
EDU 674*	Practicum in ESE: Action Research in the Classroom	3
EDU 580*	Internship (if needed)	3
Passing scores on the Florida Teacher Certification Exam (FCTE): Professional Education, General Knowledge, and the ESE (K-12) Subject Area Exam		
<b>Total Hours</b>		<b>39-42</b>

\*16-week course

### **Track B: For students who are already certified in K-12 education with ESOL endorsement or who cannot complete a practicum.**

Program Components		Credit Hours
EDU 546	Reading in the Content Area	3
EDU 602	Foundations in Reading	3
EDU 620	Introduction to Special Education	3
EDU 621	Psychology of Learning	3
EDU 633	Theories and Methods for SLD/EH	3
EDU 634	Theories and Methods of Intellectual and Developmental Disabilities	3
EDU 640	Managing Students with Exceptionality	3
EDU 646	Assessment for ESE: Evaluation, Interpretation,	

	and Placement	3
EDU 653	Collaborating in Inclusive Settings	3
EDU 656	Transition Planning for Students with Exceptionality	3
EDU 672*	Instructional Design for ESE	3
EDU 674*	Practicum in ESE: Action Research in the Classroom	3
<b>Total Hours</b>		<b>36</b>
<b>*16-week course</b>		

## Five-Year Bachelor to Master Degree Program in Exceptional Student Education

This program is designed for students who graduate from a Saint Leo state-approved undergraduate education program. Students will apply in January of their senior year and, if admitted, will begin the program in the Summer 1 term. Students may take two courses per term.

### Reading

The **Reading concentration** is designed for certified teachers who are interested in developing advanced skills in the area of literacy teaching.

### Expected Outcomes

Program graduates will be able to:

1. Articulate key concepts of the disciplines that inform reading education and apply the integration of these disciplines;
2. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
3. Demonstrate reflective practice based on the institutional core values and their impact on use of reading education knowledge;
4. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy in reading education to improve teaching and learning;
5. Apply knowledge of research-based instructional and assessment strategies in reading education to improve teaching and learning;
6. Apply knowledge of reading theory and recommended practice in K-12 educational environments;
7. Become an accomplished educational practitioner as specified by the State of Florida Accomplished Practices and the Florida Subject Area Competencies in Reading;
8. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective instructional planning;
9. Demonstrate an ability to read and understand the professional literature relevant to reading practice and theory.

### Curriculum

The courses in this concentration have been designed to align with the State of Florida course requirements for reading specialist certification. Additionally, courses for the reading endorsement are included within this program.

<b>Reading Concentration Courses</b>		<b>Credit Hours</b>
EDU 546	Reading in the Content Area	3
EDU 562*	ESOL 1: Applied Linguistics	3
EDU 602	Foundations in Reading	3
EDU 605	Elementary Reading Assessment and Intervention	3
EDU 610	Secondary Literacy, Assessment, and Intervention	3
EDU 623	Psychology of Reading	3

EDU 627	Literature for Children and Adolescents	3
EDU 629	Current Theory and Practice in Reading	3
EDU 632*	Research Methods	3
EDU 645	Methods to Integrate Reading and Writing	3
EDU 658	Leadership in the Development of Reading Programs	3
EDU 673*	Supervised Practicum in Reading	3
<b>Total Hours</b>		<b>36</b>
<b>*16-week courses</b>		

## Graduate Certificate in Reading

State Approved Reading Endorsement Courses		Credit Hours
EDU 546	Reading in the Content Area	3
EDU 627	Literature for Children and Adolescents	3
EDU 602	Foundations in Reading	3
EDU 605	Elementary Reading Assessment and Interventions	3
EDU 610	Secondary Literacy, Assessment, and Intervention	3
EDU 673*	Supervised Practicum in Reading	3
<b>Total Hours</b>		<b>18</b>
<b>*16-week courses</b>		

## Master of Science in Instructional Design

### Program Overview

The Master of Science in Instructional Design is a dynamic online program of study that prepares students for career opportunities in this field to design, develop, implement, and evaluate efficient and effective instructional experiences for a variety of settings, including corporate training, military, adult learning, and higher education. The courses in the program are guided by professional standards in the field and focus on the development of skills and specialized experiences in the areas of instructional design, learning theory, and relevant technology in order to be able to develop curricula for the twenty-first-century learner.

### Expected Outcomes

Program graduates will be able to:

1. Use foundational knowledge and conceptual framework in order to design instruction;
2. Apply adult learning theory to course development for teaching/learning;
3. Use effective models from communication theory to enhance the ID process;
4. Use research-based practices to inform instructional strategy;
5. Design, develop, implement, and evaluate instruction for a variety of settings;
6. Develop a variety of instructional strategies and skills to be used in the design process;
7. Effectively use instructional technology and media for teaching and learning;
8. Evaluate training and instruction to ensure efficient and effective instruction and course improvement; and
9. Apply the ID process to solve real-world situations.

Program Components		Credit Hours
EDU 523	Introduction to Instructional Design	3
EDU 524	Program Evaluation	3
EDU 527	Adult Learning Theory	3
EDU 532	Instructional Strategies	3
EDU 541	Utilization of Instructional Technology and Media	3
EDU 543	Advanced Instructional Design	3



EDU 552	Diffusion and Adoption of Innovations: Change Management	3
EDU 576*	Applied Project in Instructional Design	3
EDU 626	Communication Skills & Technology for Instructional Designers	3
EDU 630	Measuring Learning and Performance	3
EDU 670*	Action Research	3
EDU 548	e-Learning	3
<b>Total Hours</b>		<b>36</b>

\*EDU 576 and EDU 670 are 16-week courses that are offered as a paired capstone experience to integrate research and professional practice.

## Graduate Certificate in Instructional Design

The five-course online graduate certificate program in instructional design is designed for individuals who are seeking an advanced graduate certificate in lieu of a master’s degree program. This dynamic program of study will provide students with the foundations of the field and its practices in order to meet the demands of the marketplace. The courses from the certificate program can be applied as credits toward the Master of Science in Instructional Design Program at Saint Leo University.

Program Components		Credit Hours
EDU 523	Introduction to Instructional Design	3
EDU 543	Advanced Instructional Design	3
EDU 527	Adult Learning Theory	3
EDU 532	Instructional Strategies	3
EDU 548	e-Learning	3
<b>Total Hours</b>		<b>15</b>

## Education Specialist (Ed.S.)

The Graduate Education Program at Saint Leo University offers the specialist in education degree with a concentration in educational leadership and higher education leadership. This degree is for individuals holding a master's degree in education or a related field of study (e.g., guidance and counseling, social work, human services, reading), with certification in educational leadership preferred. Courses will be offered online

Courses within the education specialist degree program have been constructed to ensure that students complete a program of study that meets prevailing research-based best practices and the expectations for educational leadership set nationally and by Saint Leo University. All courses infuse the Saint Leo University Core Values, thus helping students grow in mind, body, and spirit.

The curriculum, comprising 39 semester hours of study, is divided into three clusters: Foundations (12 hours), to ensure a solid foundation for the student's selected concentration; Evaluation Research (9 hours), to ensure that educational leaders make effective data-driven, research-based decisions; and the School Leadership or Higher Education Leadership concentration (18 hours), to establish a solid background in the theory, research, and best practices that educational leaders need to improve student achievement, teaching, and learning.

### Expected Program Outcomes

Program graduates will be able to:

1. Articulate and apply key concepts of educational disciplines—foundations, evaluation, and research—in K-12 or higher education;
2. Practice the institutional core values to provide a caring, safe, and student-centered learning environment;

3. Critically analyze data to inform programs, instruction, and assessment;
4. Apply knowledge of leadership theory and recommended practice to improve teaching and learning in educational environments;
5. Communicate effectively with all stake holders while considering varied community and cultural factors as well as diverse audiences; and
6. Analyze and contribute to the body of scholarly knowledge through research and the application of research-based practices.

### **Program Outline**

#### **Summary** **Hours**

Foundations 12

Evaluation Research 9

School Leadership or Higher Education Leadership 18

**Total Hours** **39**

#### **Foundations** **Hours**

EDU 703 Applied Educational Statistics 3

EDU 704 Assessment & Accountability 3

EDU 705 Fostering High Quality Teaching 3

EDU 706 Instructional Technology 3

**Total Hours** **12**

#### **Evaluation Research** **Hours**

EDU 713 Program Evaluation: Introduction 3

EDU 714 Program Evaluation: Instrumentation and Analytics 3

EDU 715 Program Evaluation: Design 3

**Total Hours** **9**

#### **School Leadership** **Hours**

EDU 701 Ensuring Quality ESE Services 3

EDU 702 Effective Reading and ESOL Instruction 3

EDU 707 Leading the School Organization 3

EDU 708 Building Partnerships 3

EDU 711\* School Leadership 3

EDU 712\* School Leadership Topics 3

**Total Hours** **18**

#### **Higher Education Leadership** **Hours**

EDU 716 American Higher Education 3

EDU 717 Student Affairs Administration 3

EDU 718 Higher Education Enrollment Management 3

EDU 719 Higher Education Curriculum 3

EDU 720 Higher Education Law 3

EDU 721 Higher Education Governance 3

**Total Hours** **18**

**Total Program Hours** **39**

\*EDU 711: School Leadership and EDU 712: School Leadership Topics are taken together as a semester block, unless otherwise approved by the Director of Graduate Studies.

All courses in the Ed.S. are offered in a sixteen-week format.

## **Master of Social Work (Online Only)**

Dr. Cindy Lee, Director, Associate Professor of Social Work

Dr. Victoria Anyikwa, Associate Professor of Social Work

Courtney Wiest, Director of MSW Field Education, Instructor of Social Work

Saint Leo University's Master of Social Work Program is an innovative full-time online program. Classes are attended via webcam and are presented online. This technology allows for face-to-face interaction in the convenience of the student's home. Given this innovation of a full-time graduate online program, students should enter the program knowing that they will have to meet for weekly classes via webcam, be available for normal day-time work hours for internships, and adjust their lives to meet the demands and expectations of the Saint Leo University MSW online program. Please review the entire program curriculum and all MSW Program information on the Saint Leo website to make an informed decision regarding meeting the demands of the program.

The Master of Social Work Program's mission is to prepare graduate students for professional advanced practice in becoming leaders through the provision of social work services that promote social and economic justice, and human rights locally, nationally, and globally. The program further expects graduates to contribute to the empowerment of people/groups that experience discrimination and oppression.

Graduates are prepared to be leaders in advanced clinical social work practice serving all areas of the population, in particular the increasing aging population, military personnel, and the workforce population.

The MSW Program is a two-year, 62-credit-hour program. The two-year program starts each fall semester. In order to begin this program, you must apply no later than July 1 of each year. If you miss this deadline, you will have to wait until the next fall to begin the program.

A one-year, 32-credit-hour Advanced Standing program will be offered to those who have completed a BSW degree from a CSWE accredited program within the last five years. The one-year Advanced Standing program starts each summer. In order to begin the Advanced Standing program, you must apply no later than March 15 of each year. If you miss this deadline, you will have to wait until the next summer to begin this program.

A three-year program will begin in Fall 2011. A three-year program consists of two classes per 16 weeks with one semester offering three courses. This program is for those who cannot meet the curriculum course outline of the two-year program. The three-year program starts each fall. In order to begin this program, you must apply no later than July 1 of each year. If you miss this deadline, you will have to wait until the next fall to begin this program.

Attendance at a one weekend on-campus seminar is required of all students enrolled in the MSW Program.

The first year of the program is the 30-credit-hour foundation year. The second year is the concentration year, and it is 32 credit hours. We offer the Advanced Clinical Practice concentration. The advanced standing students will complete only the advanced clinical practice concentration year curriculum. In the three-year program, the foundation year is the first year and the first two semesters of the second year. The advanced clinical concentration year begins in the second year and continues through the end of the third year.

All programs are sequential and must be taken according to the curriculum outline for each program.

The Council on Social Work Education's Commission on Accreditation affirmed Saint Leo University's MSW Program Candidacy status at its June 2010 meeting. As is the case with all new MSW programs, Saint Leo University's MSW program must complete a three-year candidacy period prior to receiving full accreditation. Achieving and maintaining Candidacy status indicates that the program is on the path to accreditation and assures our students that they will, according to CSWE policy, be considered to have graduated from an accredited program once the program achieves accreditation. Full accreditation will be finalized after the first class has graduated. Once full accreditation has been completed, the first classes will be recognized as having fully accredited MSW degrees. Those who enter the program during candidacy can be eligible to take the clinical social work

licensure exam. Each student is responsible for checking with his or her state licensing board to see if this program meets the educational criteria required to sit for the licensing exam in his or her state.

Our undergraduate Social Work Program has been continuously accredited since 1983.

### **Expected Program Outcomes**

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

## **MSW Two-Year Program (62 Credit Hours)**

### **Foundational Year (30 credit hours)**

#### *Fall*

<b>Program Components</b>	<b>Credit Hours</b>
SWK 510 Human Behavior in the Social Environment I	3
SWK 520 Social Welfare Policy	3
SWK 530 Methods of Social Work Practice with Individuals and Families	3
SWK 540 Social Work Research Methods	3

#### *Spring*

<b>Program Components</b>	<b>Credit Hours</b>
SWK 550 Human Behavior in the Social Environment II	3
SWK 560 Methods of Social Work Practice with Groups	3
SWK 580 Field Practicum I (16 normal daytime work hours for 16 weeks = 256 hours + 2-hour seminar)	5

#### *Summer*

<b>Program Components</b>	<b>Credit Hours</b>
SWK 570 Methods of Macro Social Work Practice	3
SWK 590 Field Practicum II (16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)	4

## **Second Year/Advanced Standing Program (32 Credit Hours)**

#### *Summer*

<b>Program Components</b>	<b>Credit Hours</b>
SWK 610 Leadership (required for all second-year and advanced standing students)	3



## Advanced Clinical Practice Concentration

### *Fall*

Program Components	Credit Hours
SWK 615 Advanced Clinical Practice with Individuals	3
SWK 620 Ethical Foundations in Social Work Practice	3
SWK 625 Psychopathology	3
SWK 635 Social Work Practice in the Military (elective) <b>or</b>	
SWK 655 Substance Abuse Assessment and Treatment (elective)	3

### *Spring*

Program Components	Credit Hours
SWK 630 Advanced Clinical Practice with Couples and Families	3
SWK 640 Evidence Based Social Work Research Methods	3
SWK 645 Field Practicum III	4
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)	

### *Summer*

Program Components	Credit Hours
SWK 633 Advanced Clinical Social Work Practice with Older Adults (elective) <b>or</b>	
SWK 647 Social Work Practice with Deployed and Re-Deployed Military Members and Their Families (elective)	3
SWK 660 Field Practicum IV	4
(16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)	

## MSW Three-Year Program (62 Credit Hours)

### Foundation Year (30 credit hours)

#### *First Year*

##### *Fall (first semester)*

Program Components	Credit Hours
SWK 510 Human Behavior in the Social Environment I	3
SWK 530 Methods of Social Work Practice with Individuals and Families	3

##### *Spring (second semester)*

Program Components	Credit Hours
SWK 520 Social Welfare Policy	3
SWK 540 Social Work Research Methods	3

##### *Summer (third semester)*

Program Components	Credit Hours
SWK 550 Human Behavior in the Social Environment II	3
SWK 560 Methods of Social Work Practice with Groups	3

#### *Second Year*

##### *Fall (fourth semester)*

Program Components	Credit Hours
SWK 580 Field Practicum I	5
(16 normal daytime work hours for 16 weeks = 256 hours + 2-hour seminar)	
SWK 570 Methods of Macro Social Work Practice	3

*Spring (fifth semester)*

**Program Components**

**Credit Hours**

SWK 590	Field Practicum II (16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)	4
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**Advanced Clinical Practice Concentration (32 Credit Hours)**

*Spring (fifth semester)*

**Program Components**

**Credit Hours**

SWK 620	Ethical Foundations in Social Work Practice	3
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*Summer (sixth semester)*

**Program Components**

**Credit Hours**

SWK 610	Leadership (one weekend on-campus attendance required)	3
SWK 615	Advanced Clinical Practice with Individuals	3

*Third Year*

*Fall (seventh semester)*

**Program Components**

**Credit Hours**

SWK 625	Psychopathology	3
SWK 630	Advanced Clinical Practice with Couples and Families	3
SWK 635	Social Work Practice in the Military (Elective) <b>or</b>	
SWK 655	Substance Abuse Assessment and Treatment (elective)	3

*Spring (eighth semester)*

**Program Components**

**Credit Hours**

SWK 640	Evidenced-Based Social Work Research Methods	3
SWK 645	Field Practicum III (16 normal daytime work hours for 16 weeks = 256 hours + plus 1.5-hour seminar)	4

*Summer (ninth semester)*

**Program Components**

**Credit Hours**

SWK 633	Advanced Clinical Social Work Practice with Older Adults (Elective) <b>or</b>	
SWK 647	Social Work Practice with Deployed and Re-Deployed Military Members and Their Families (elective)	3
SWK 660	Field Practicum IV (16 normal daytime work hours for 16 weeks = 256 hours + 1.5-hour seminar)	4

**Master of Arts in Theology**

Dr. Anthony B. Kissel, Chair, Interim Director, Associate Professor of Theology/Religion

Dr. Leland Tyson Anderson, Professor of Religion and Philosophy

Dr. Michael Cooper, Assistant Professor of Theology/Religion

Dr. James Cross, Assistant Professor of Theology/Religion

Dr. Aaron Fehir, Assistant Professor of Philosophy

Dr. Thomas Humphries, Assistant Professor of Theology/Religion

Dr. Robert Imperato, Professor of Theology/Religion

Dr. Michael McLaughlin, Assistant Professor of Theology/Religion

Dr. Michael J. Tkacik, Associate Professor of Theology/Religion

Dr. Astrid Vicus, Associate Professor of Philosophy

Dr. Randall Woodard, Assistant Professor of Theology/Religion

The master of arts in theology is designed to expand the professional knowledge and skills of those engaged in or preparing for pastoral leadership and service, as well as for all who seek advanced theological education. The curriculum offers a flexible adult learning model for nontraditional graduate students, lay ministers, and candidates to the diaconate.

**Expected Program Outcomes**

1. Read Scripture and other primary religious texts using the most appropriate techniques of contemporary scripture scholarship.
2. Explore and investigate how the values of Christianity critique the normal order of things and offer a new way of living.
3. Discuss the major theological questions, such as the mystery of God, Jesus as the Son of God, and our own human origin, destiny, and purpose in life.
4. Describe the ethical and cultural implications of a transcendent understanding of life in light of Catholic theology.
5. Describe the contributions of and the challenges to the Catholic tradition.
6. Discuss the beliefs and practices found in Catholicism—including ecclesiology and the sacraments—and those found in other religions and atheism.
7. Develop a practical theology and spirituality to empower the People of God to serve in response to God's call.

**Learning Objectives**

1. Graduates competent to read Scripture and other primary religious texts using the most appropriate tools of scripture scholarship.
2. Graduates able to explain the role of humility and contemplative experience (for example, as used to critique or guide).
3. Graduates able to discuss major religious questions (such as the mystery of God, Jesus as the Son of God, and our own human origin, destiny, and purpose in life).
4. Graduates able to describe the ethical and cultural implications of a transcendent understanding of life.
5. Graduates able to describe the contributions of and the challenges to the Catholic tradition.
6. Graduates able to discuss the beliefs and practices found in Catholicism—in particular, ecclesiology and the sacraments.
7. Graduates able to discuss the beliefs and practices found in other religions and atheism.
8. Graduates able to develop a practical theology and spirituality in the service and practice of social justice.

Graduates of the program should have acquired the following knowledge and skills:

1. A historical-critical approach to Scripture and tradition.
2. A historical sense of the development of the Catholic Church, including the Church in the United States.
3. The capacity for critical theological reflection and ethical judgment.
4. A personal, as well as ministerially oriented, spirituality through an exploration of the great schools and figures of Christian spirituality.
5. Appropriate skills for leadership in liturgical and ministerial service.
6. Use of pastoral technology for the work of evangelization and leadership.
7. A theological understanding of contemporary culture and its challenges to, and opportunities for, faith and ministry.

**Program Components**

		Credit Hours
THY 501	Hebrew Scriptures: History and Theology	3
THY 502	Christian Scriptures: History and Theology	3

THY 575	Christology	3
THY 565	Ecclesiology	3
THY 513	Worship, Sacraments, and Liturgy: Theology and Praxis	3
THY 521	Christian Ethics I: Foundations	3
THY 550	History of Christianity	3
THY 570	Christian Spirituality: History and Praxis	3
<b>Total Required Courses</b>		<b>24</b>

### **Elective Courses by Specialization (four courses):**

#### *Philosophy*

PHI 502	Philosophical Foundations for Theology	3
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#### *Pastoral Theology*

THY 568	Catechesis/Religious Education: Theory and Practice	3
THY 580	Theology and Spirituality of Ministry	3
THY 589	World Religions	3
THY 599	Youth Ministry	3
THY 601	Management/Human Resources for Ministry	3

#### *Church History*

THY 550	History of Christianity	3
THY 555	American Catholicism: Theology, Spirituality, Culture, and History	3

#### *Spirituality*

THY 582	Finding God in All Things: The Apostolic and World- Embracing Spirituality of Ignatius Loyola	3
THY 587	Spiritual Direction	3

#### *Moral Theology*

THY 522	Christian Ethics II: Social Justice and Public Issues	3
THY 523	Christian Ethics III: Medical-Moral Issues	3

#### *Diaconate Studies*

THY 566	History, Theology & Spirituality of the Diaconate	3
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#### *Languages for Theology*

THY 598	Introduction to Latin for Theology	3
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<b>Total Electives</b>		<b>12</b>
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<b>Total Credit Hours</b>		<b>36</b>
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## **Graduate Certificate in Theology**

Students may obtain a graduate certificate in theology by completing 18 credit hours of graduate work in theology. The six graduate courses needed for a graduate certificate should be selected with regard to the student's professional needs and interests and in consultation with the Director of the Graduate Program in Theology.

## **COURSES OF INSTRUCTION**

All courses are three (3) credit hours unless otherwise noted.

### **Business Administration**

#### **Course Descriptions**

##### **MBA ORI Student Orientation (0 credit hours)**

This pass/fail course provides new MBA students with an overview of the Saint Leo University MBA Program. Topics include SLU history and core values; MBA program information; expectations; academic honesty; and SLU Portal sign-on, including access to eLion, eCollege, and Windows



Live Student Email. Students are required to assess their current skill level in the Common Body of Knowledge (CBK) for business students. The course provides students with information and resources to enhance their knowledge in these areas. This is a required, not-for-credit course that must be completed by the end of the first term. Tuition fees will not be assessed.

### **MBA 525 Professional Development**

*Corequisite: MBA ORI*

This course is designed to give MBA students a tangible head start in acquiring and honing numerous core skills essential for success in the MBA program and the business world. The emphasis will be on the development of professional skills and perspectives, such as business writing, coaching and counseling, conflict resolution, effective business protocol, interviewing, intercultural awareness and sensitivity, negotiating agreement, and public speaking.

### **MBA 530 Organizational Behavior**

*Corequisite: MBA ORI*

This course is an advanced introduction to the major theories and issues in the study of human behavior in work organizations. Included are the topics of perception, motivation, leadership, job satisfaction, group dynamics, stress, organizational climate, and communication processes. Organization theory and design concepts are also incorporated to give the student a more complex framework for managerial decision making.

### **MBA 533 Human Resource in Management**

*Prerequisite: MBA 525; Corequisite: MBA ORI*

This course is designed to focus on an in-depth analysis of the major functions of a manager dealing with human resource issues. Issues to be covered include, but are not specifically limited to, staffing, employee training and development, compensation and benefits, legal issues, union versus non-union issues, safety and health issues, and cross-cultural and expatriate issues.

### **MBA 535 The Legal Environment of Business**

*Prerequisite: MBA ORI*

This course is a comprehensive study of commercial law as it affects day-to-day business management. Emphasis is placed on development of a manager's ability to recognize the circumstances under which a legal professional should be contacted for advice and/or assistance.

### **MBA 540 Managerial Economics**

*Prerequisites: MBA 525, plus undergraduate course in microeconomics strongly recommended.*

This course explores the concepts of economic optimization, the estimation of demand, and cost and pricing analysis. An introduction to economic forecasting and decision making under conditions of risk and uncertainty is also included.

### **MBA 550 Decision Support Systems**

*Prerequisites: MBA ORI and undergraduate course in microcomputer applications or equivalent skills. Basic literacy regarding Windows and Microsoft Office (particularly Excel) is expected.*

This course considers the study of decision science and its application in the business environment through the use of computers. This course is designed to provide the student with the theoretical knowledge and practical skills necessary to understand and use computerized decision support methodology in support of business requirements. The student will use commercial software packages (Microsoft Excel) to develop and use graphical and numerical outputs in business presentations for enhanced decision making.

### **MBA 557 Entrepreneurship**

*Prerequisites: MBA 525 and MBA 533*

Entrepreneurship and the entrepreneurial process are now, and will continue to be, the major economic force driving the national economies around the world. At the heart of this movement are men and women who demonstrate the courage to undertake the creation and management of new business ventures. Across the globe, millions of new businesses are formed each year. Those individuals who possess the spirit of entrepreneurial leadership will lead the economic revolution that has proven to repeatedly raise the standard of living for people everywhere. In this class, students will be introduced to the essential components of entrepreneurship and the critical knowledge needed to start and manage a new business venture.

### **MBA 560 Financial and Managerial Accounting**

*Prerequisite: MBA ORI, plus undergraduate course in financial accounting and managerial accounting is strongly recommended.*

This course focuses on the study of accounting concepts and standards applicable to presentation of

financial information to interested users, structure, uses and limitations of financial statements, and measurement systems related to income determination and asset valuation. The course also considers the discussion of internal and external influences on accounting decisions.

### **MBA 565 Marketing**

*Prerequisite: MBA 525*

This course considers the operational and strategic planning issues confronting managers in marketing. Topics include buyer behavior, market segmentation, product selection and development, pricing, distribution, promotion, market research, and international and multicultural marketing. Additional fee applies for marketing computer simulation.

### **MBA 570 Corporate Finance**

*Prerequisites: MBA 540 and MBA 560 or ACC 504*

This course considers the financial management decision-making role within the organization. Subjects include valuation concepts, including financial ratio analysis; short-term financial management, including the management of current assets and liabilities; management of long-term investments, including capital budgeting techniques; a discussion of leverage and its relationship to the capital structure; and an introduction to financial markets and financial institutions.

### **MBA 575 Global Business Management**

*Prerequisites: MBA 525 and MBA 533*

The student will develop an understanding of international/multinational management by examining the challenges and opportunities of operating globally. Emphasis will be on developing an understanding of the complexities of dealing with diverse social, cultural, economic, and legal systems. The role of business in this dynamic world environment will be analyzed.

### **MBA 595 Current Issues in Leadership**

*Prerequisites: MBA 525 and MBA 533*

This course is an advanced overview of more traditional approaches to understanding the leadership process and an in-depth look at recently developed perspectives on leadership of the future. Ethical issues pertaining to leadership are also incorporated.

### **MBA 599 Strategic Management**

*Prerequisites: MBA 525, MBA 533, or HRA 545; MBA 540, MBA 560, or ACC 504; MBA 565 or SPB 565; and MBA 575*

This capstone course integrates knowledge gained in previous graduate business courses. It centers on the theme that organizations achieve sustained success when their managers have astute, timely strategic game plans and they implement these plans with proficiency. Strategic management theory is used in the analysis of case studies of companies operating in the domestic and global marketplace. This course is to be taken in the student's last term, unless otherwise approved by the Director of the MBA Program.

### **MBA 625 Internship**

*Prerequisites: MBA ORI and MBA 525*

This is an elective credit course (added on top of the basic MBA courses). MBA students, along with their designated faculty members, arrange for full- or part-time jobs in fields related to their MBA curriculum. Under the guidance of a designated faculty member, students work to enrich their University experiences through a paid internship in order to practice master's-level business skills. Specific competency requirements (and the associated activities) are outlined by the designated faculty member and agreed upon with the internship site representative. The internship must last the entire term for which the student is registered (specific work hours to be agreed upon with the employer and faculty member). At least two site contacts will be completed by the faculty member to ensure that the outlined competency requirements are completed.

## **Business Administration: Accounting**

### **Course Descriptions**

#### **ACC 504 Fund Accounting for Government and Not-For-Profit Accounting**

*Prerequisites: undergraduate courses in Principles of Accounting I and II*

A study of financial and management accounting principles as they apply to governments and not-for-profit organizations and health care organizations. Also, an overview of the characteristics of generally accepted government auditing standards and the single audit.

### **ACC 505 Fraud Examination**

*Prerequisites: undergraduate courses in Principles of Accounting I and II*

Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Emphasis will be on fraudulent financial reporting, litigation support, and investigative auditing. Students will work through cases, developing investigative strategies and seeking to prove how fraud was committed.

### **ACC 532 Advanced Cost Accounting**

*Prerequisite: undergraduate course in Cost Accounting*

Emphasis is placed on measurements for decision making and strategic planning, including cost analysis, capital budgeting, activity-based costing, and other advanced cost accounting and managerial decision topics.

### **ACC 538 Law and the Accountant**

*Prerequisite: undergraduate course in business law*

The purpose of the course is to provide the accountant and aspiring accountant a general understanding of U.S. jurisprudence and the application of U.S. law to the business sector. The course content was developed in consultation with members of the accounting profession, and it focuses on matters pertinent to the practitioner. It takes as a "given" the fact that most accountants will spend their professional time working with or for various types of business organizations, most often corporations.

### **ACC 540 Accounting Theory**

*Prerequisites: undergraduate course in Intermediate Accounting I and II*

This course addresses the development of accounting theory, the conceptual framework, and international accounting. It also addresses topics in financial accounting theory including, but not limited to, the concept of income, the income statement, the balance sheet and the statement of cash flows, equity, and financial reporting disclosure requirements.

### **ACC 549 Using Financial Accounting Information**

*Prerequisites: undergraduate courses in Intermediate Accounting I and II*

A study of financial statement analysis using accounting principles, measurement, and reporting practices. Also included are insights into income determination and methods for evaluating the firm through the balance sheet, income statement, statement of cash flows, and statement of changes in stockholders' equity.

## **Business Administration: Health Care Management**

### **Course Descriptions**

#### **HCM 520 Health Care Organization/Managed Care**

This is an overview of the contemporary health care system. It examines the historical antecedents, patients, providers, payers, and current health policies. It also provides an overview of the mission, environment, and organizational design of today's health services organizations. Finally, it describes and analyzes U.S. health insurance programs, including private and public insurers, health insurance demand, health plan types, premiums, and reimbursement systems.

#### **HCM 530 Community Health Evaluation/Epidemiology**

*Prerequisite: HCM 520*

This course provides an overview of the various health reporting systems that are in use and required by the federal government. It stresses the importance of accurate reporting and the role that these reporting systems play in disease and death prevention and containment. It also examines the business costs of such approaches.

#### **HCM 540 Critical Issues in Health Care**

This is a course that explores the most significant issues in health care today. It considers corporate theory from a health care perspective as well as consent to care, malpractice in contemporary America, health care negligence, and liability. Special attention is given to an examination of health care and taxation, legal problems facing providers and patients, and ethical issues in human reproduction, genetics, and death.

#### **HCM 550 Health Care Management**

*Prerequisite: HCM 520*

In this course, students will study the critical elements of contemporary health care management beginning with strategic planning, marketing, and information systems. The course will also examine other aspects of management as they relate to health care quality improvement methods and allied



health professions such as human resource management for health care, communication management for health care, and process improvement techniques related to health care practice behavior in various settings.

### **HCM 560 Consumer Health Care**

*Prerequisite:* HCM 520

In this course, students will study the critical elements of contemporary consumer health care management beginning with an understanding of JCAHO's interest in and support for patient, client, customer, and employee satisfaction through communication. The course will also examine the role of communication as it relates to health care quality improvement methods and allied health professions such as communication as a central feature of customer satisfaction, communication management to support health care consumerism, process improvement techniques related to health care practice behavior, and the way these techniques are communicated to practitioners, agents, and patients.

### **HCM 590 Health Policy and Evaluation**

*Prerequisites:* HCM 520, HCM 530, HCM 540, and HCM 550

This course is a survey and a critical analysis of federal and state health policy processes. It focuses on the evaluation of health care outcomes and the effectiveness and efficiency of contemporary health services. Students analyze cases dealing with administrative and policy issues in health services including problem solving in ill-defined, multifaceted situations, operational health program evaluation models, and health planning documentation models.

## **Business Administration: Human Resource Management**

### **Course Descriptions**

#### **HRA 539 Human Resource Development**

Organizations today are turning to training and development as an option to meet today's workplace challenges because of complex technologies, a more diverse workforce, industry globalization, and a tight labor market. This course will provide advanced education into the concepts, processes, and issues associated with training and development. Myriad training and development content will be emphasized such as planning, designing, implementing, and evaluating training programs. Attention will also be devoted to broader issues such as employee development and training for specific needs.

#### **HRA 545 Administrative and Personnel Law**

This course is intended to provide an overview of the basic laws governing the employment relationship. The goals of the course are twofold: first, to familiarize students with the many issues and problems confronting employees, employers, supervisors, and human resources professionals; second, to help students in identifying the legal implications of personnel situations that may arise in the business and corporate environment.

#### **HRA 549 Recruitment, Selection, and Placement**

*Prerequisite:* HRA 545

Focuses on processes and conceptual issues related to staffing organizations. Topics include recruitment and staffing models, policies, and legal compliance as well as practices related to attraction, selection, development, retention, and employment decision making for the most effective use of human resources.

#### **HRA 562 Total Compensation**

*Prerequisite:* MBA 530

This course is designed to enhance the student's knowledge of a strategically oriented comprehensive compensation system that would explore both direct and indirect compensation strategic design, development, implementation, administration, and evaluation. This will also include the effects of compensation system design on other HR functional areas, including but not limited to internal and external equity, pay for performance, and benefit administration.

#### **HRA 596 Strategic Issues in Human Resources**

*Prerequisites:* HRA 545 and HRA 539 or HRA 549 or HRA 562

This course is designed as the MBA HR concentration capstone course, to integrate previous HR core best practices into a business partnership by analyzing real-world strategic issues in a cohesive framework that leads to the achievement of organizational effectiveness through enlightened HR management and leadership.



# **Business Administration: Information Security Management**

## **Course Descriptions**

### **COM 510 Management of Information Security**

Information security is an essential part of any business plan, and managers need to be aware of the principles and methodology of managing information security. This course provides an in-depth view of the management of information security for government, corporations, and other institutions. Students will develop information security plans for sample organizations.

### **COM 520 Systems Security Management**

*Prerequisite: COM 510*

Securing the systems that run our computers is the key to ensuring that our essential information remains safe and available. This course provides a foundation in systems security principles, disaster recovery principles and planning, and the importance of incident response planning and execution to minimize downtime. A computer system with appropriate software will be required.

### **COM 530 Network Security Management**

*Prerequisite: COM 510*

Global and local networks provide capabilities for businesses and individuals that have become essential in the success of the world economy. Defending these systems against attacks is imperative. This course provides a solid foundation in the fundamentals of network security and some hands-on experience in network security. A computer system with appropriate software will be required.

### **COM 540 Disaster Recovery Management**

*Prerequisite: COM 510*

Disaster recovery planning and management is a major requirement for situations where terrorism, natural disaster, or other threats must be faced and dealt with. This course provides the student with the capabilities to develop and maintain disaster recovery plans and manage the recovery in the event of a disaster.

### **COM 545 Web Security Management**

*Prerequisite: COM 510*

Access to the World Wide Web and Internet for multiple purposes is one of the major components of most business operations. Many businesses also use the same protocols and processes to provide internal communications. Security of these assets is imperative for a successful business. This course provides the concepts and procedures of assessing and managing security for Web activities.

### **COM 590 Strategic Planning for Information Security**

*Prerequisites: COM 520 and COM 530*

This course describes and demonstrates the application of information security forecasting methods, their implementation within organizations, and the development of a competitive strategic plan.

# **Business Administration: Marketing**

## **Course Descriptions**

### **MKT 562 Brand Management**

*Prerequisite: MBA 565*

This course covers the basics of how to manage a brand and create brand equity. The purpose of the course is to provide detailed information regarding the design and implementation of marketing activities to create, enhance, sustain, measure, and leverage brand equity. In addition, the course links the process of creating and managing brand equity to the firm's other marketing activities and to the overall marketing strategy. Additional fee applies for marketing computer simulation.

### **MKT 563 E-Marketing**

*Prerequisite: MBA 565*

This course covers the basics of how to integrate Internet tools into a company's marketing strategy. The purpose of the course is to provide detailed information regarding the design and implementation of Internet-based marketing activities to create, enhance, sustain, and leverage customer relations by increasing customer value. In addition, performance metrics measuring these activities are covered in detail.

### **MKT 564 Global Marketing**

*Prerequisite: MBA 565*

This course focuses on the marketing of goods, services, and ideas including planning, pricing, pro-

motion, and distribution. Attention is directed to international marketing, marketing ethics, and managing the marketing function. Additional fee applies for marketing computer simulation.

### **MKT 566 Sales Management**

*Prerequisite: MBA 565*

The course is designed to teach students the basic functions, techniques, and methods of sales force management and the ability to manage the sales force in such a way as to maximize the efficiency and effectiveness of the firm's resources invested in this critical function. Key topics include sales force effectiveness, deployment, motivation, organizational design, compensation, and evaluation. Special emphasis is given in linking sales management decisions to the overall marketing strategy as well as to the legal and ethical issues that exist in the practice of sales management.

### **MKT 567 Marketing Research**

*Prerequisite: MBA 565*

Marketing research is the way companies obtain critical information about their customers, competitors, and the environment. This course provides a rigorous experience in the key marketing research methods with the purpose of helping students to ask relevant marketing questions, search for the appropriate methodology, and make effective decisions based on the research output. Techniques of data collection, evaluation of alternative sources of information, methods for analyzing data and being aware of its limitations, and presenting the results are covered.

### **MKT 568 Advertising and Promotion**

*Prerequisite: MBA 565*

The course is designed to provide the student with the tools to apply the latest techniques in advertising and promotional activities to maximize the effectiveness and leverage of the firm's communication strategy. The objective is to make students aware of the variety of communication management problems, and to generate the necessary knowledge and experience to select the best possible methods to deal with them. Special emphasis is given to linking advertising and promotion decisions to the overall marketing strategy as well as to the legal and ethical issues that have risen due to the new media and communication technologies.

### **MKT 569 Marketing Innovations and New Product Development**

*Prerequisite: MBA 565*

This course covers the basics of how to develop, manage, and market new products and services with an emphasis on innovation management. The course covers all steps in the process of developing and successfully introducing new products, from the initial idea generation, concept development, design, production, target market selection, test marketing, positioning, promotion, and product launching.

## **Business Administration: Sport Business**

### **Course Descriptions**

#### **SPB 510 Foundations of Sport**

Introduces the student to the broad concept of sport business and provides an overview of professional, collegiate, interscholastic, recreational, Olympic, Paralympic, and international sport. Searching for professional positions in sport will also be discussed.

#### **SPB 535 Risk Management and Legal Concepts in Sport**

*Prerequisite: SPB 510*

This course provides students with an opportunity to examine the most significant areas of risk management and law relevant to the various segments of the sport industry. Specific sport law concepts will focus on developments in negligence law, contract law, and constitutional law. Legal and risk considerations will be explored as related to managing operations including facilities and events, transportation, crowd control, and crisis situations, which create the framework for developing risk management strategies that will assist sport managers in setting guidelines, policies, plans, and procedures.

#### **SPB 545 Facility Planning and Management in Sport**

*Prerequisite: SPB 510*

This course examines the various types of indoor and outdoor facilities for sport venues and related activities; examines the planning, scheduling, organizing, and controlling of sport facilities for sport-related venues and their ancillary areas; and explores the connection between facility/venue management and event management, event operations and logistics, facility and event programming and

scheduling, and facility and event marketing. Specific topics also include the development of strategic sport facility management plans, preparing and controlling facility logistics, and risk and crisis management issues.

### **SPB 565 Sport Marketing**

*Prerequisites: MBA 525 and SPB 510*

This course develops knowledge and skill in the marketing process as it relates to understanding the sport consumer, logistics, promotions, and public relations activities in traditional and specialized areas of the sport industry. Primary focus will be on the application of marketing principles to specific sport scenarios.

### **SPB 570 Financial Aspects of Sport**

*Prerequisites: SPB 510 and MBA 560*

The course is intended to provide an overview of the sport industry and is divided into sections reflective of the major issues surrounding the financial management of sport organization in both non-profit and profit contexts, with the emphasis on the latter. The first aspect of the course focuses on an analysis of the major professional and collegiate sport organizations in North America, with an emphasis on how economic factors have altered the face of sports and will continue to influence how leagues and collegiate conferences develop and evolve. The second unit examines ticket operations, pricing strategies and tactics, and revenues from broadcast rights, licensing, and concessions. The final unit covers fund raising and introduces corporate sponsorship in sport organizations with an emphasis on the evaluation of the sponsorship partnership as a lucrative revenue stream.

### **SPB 597 Internship in Sport Business (6 credit hours)**

*Prerequisites: All MBA and SPB courses required for the MBA with a concentration in sport business. Course may be concurrently taken with one other required course. Its intent is to be the final culminating experience prior to the completion of the MBA with a concentration in sport business using the information learned in all previous courses. Students should understand that some organizations may require 40-hour workweeks and should consider having completed all coursework.*

Students will be supervised by a sport business faculty member and sport organization on-site coordinator in an internship approved at least one month prior to the start of the intended semester. Students must work a minimum of 20 hours per week. However, it is strongly suggested that students seek out a paid 40-hour-per-week internship with a sport business in the selected field of their choice. This course cannot be taken by individuals currently working for a sport organization. Its purpose is to help individuals gain full-time employment with a sport organization. The internship shall last a minimum of 16 weeks and is a full academic course.

## **Criminal Justice**

### **Course Descriptions**

#### **CRJ 500 Special Topics**

This course will focus on special topics that would be of educational interest for students in the graduate program. Topics for this course will vary and, if popular, will be submitted as a permanent addition to the program.

#### **CRJ 501 Terrorism in Israel**

This course provides a comprehensive overview of international and domestic terrorism, arising from either religious or secular roots. It will examine the historical and philosophical underpinnings of terrorism in general, and specifically in Israel. Terrorist organizations in Israel will be studied, and a special emphasis will be placed on that government's preventive and investigative techniques in dealing with terrorist attacks. In addition, the student will be exposed to the rationale used by terrorist groups in an attempt to justify their attacks on Israel.

#### **CRJ 502 Hostage Negotiations Phase I & II**

This course is designed to engage students in essential intellectual and practical questions relating to the study and practice of hostage negotiations and their impact of law enforcement. The students will participate in group activities that allow them to understand the positive and negative effects of hostage negotiations. The intent of such a course is to provide students with an understanding of the crisis team structure, the dynamics of negotiations, the value of using trained police negotiators as opposed to other civilians in the workforce, the psychology in hostage negotiations, the team concept behind negotiations, communicating with people in crisis, dealing with the media, negotiator stress, and practical role plays.



### **CRJ 503 Preventing Terrorist Attacks**

This course provides a comprehensive overview of international and domestic terrorism, arising from either religious or secular roots. It will examine the historical and philosophical underpinnings of terrorism in general, and identified terrorist organizations in particular. The course will examine exploitable weaknesses of terrorists; terrorist typology; human factors as applied to terrorists; modus vivendi of terrorists; conspiratorial association theorems; weaknesses of terrorist groups; and proactive measures in support of terrorist investigations. The course will address current efforts in counter-terrorism, with special emphasis on the federal and state responses. As a Criminal Justice course, this study will consist of a hybrid of historical information and political information, and current, relevant information on counter-terrorism objectives and methods.

### **CRJ 520 Contemporary Issues in Community Corrections**

Underlying the community corrections movement has been an attempt to reduce the over-reliance on the use of incarceration by providing less serious offenders with community-based program alternatives. Proponents of community corrections argue that these alternatives are more humane, more cost effective, and generally more successful approaches to corrections than traditional incarceration. Some community based correctional programs operate on tradition instead of empirically based research on effective practices. The focus of this class will be to look outside the box, debunking common assumptions, and challenging students to look deeper into existing community-based programs to determine effective practices based upon sound research methodology.

### **CRJ 521 Offender Treatment Methodology**

This course examines the "evidence-based practice" of the methodology of offender treatment and the evaluation of programs relevant to the administration of corrections and community-based programs. Emphasis is placed on risk assessment, treatment methodology, types of offender issues, and evaluation of treatment options.

### **CRJ 522 Corrections Issues and Trends**

This course examines the evolution of corrections and the trends for the twenty-first century. Emphasis is placed on correctional technology, health care issues, accreditation, management, and the complex theories of incarceration.

### **CRJ 523 Correctional Leadership**

This course explores contemporary corrections management and leadership. The field of corrections, which includes jails, prisons, probation, parole and community correctional organizations, has undergone dramatic changes in the last 20-30 years. No longer is it acceptable to just house and care for this specific population; the public is demanding more from the correctional system. The focus of this class will be to look at how corrections management is changing and review best practices for managers and leaders.

### **CRJ 525 Criminal Justice Policy Research and Evaluation**

This course will involve advanced exercises in assessing empirical research relevant to criminal justice policy making, the acquisition of sufficient research methodology skills and knowledge to assess the quality of such studies, and practice in the application of empirical findings to agency policies and procedures. Included in this course will be the principles and techniques of program evaluation and applications through focused case studies.

### **CRJ 526 Research Methods in Criminal Justice I**

This course will expose the graduate student to the more common techniques and concepts used in criminal justice research and evaluation as these are applied to policy, procedures, practices, and programs. With the aim of creating an informed consumer of such information, the student will have the opportunity to practice the application of empirical findings to agency policies, procedures, practices, and programs as he or she is exposed to the principles and techniques of program evaluation and research. Such an understanding is critical for both the producer and consumer of data in the criminal justice system in order to critically evaluate new knowledge as it is generated and presented by others as well as themselves.

### **CRJ 527 Research Methods in Criminal Justice II**

*Prerequisite: CRJ 526*

Because the bulk of what is done in the criminal justice area depends heavily on things that have been tried in the past (the "data"), it is important to know how to treat data. This course will expose the graduate student to the more common statistical techniques and concepts used in criminal justice research and evaluation to treat the data generated by that system. The concentration will be on psychological and sociological statistics, for that is what is common in the field. Such an understanding



is critical for both the producer and consumer of data in the criminal justice system in order to critically evaluate new knowledge as it is generated and presented by others as well as themselves.

### **CRJ 530 Ethical Issues in Criminal Justice Administration**

This course examines the ethical issues relevant to the administration of criminal justice. The origins of ethical standards, the effect of these standards on the administration of justice, and issues of ethical leadership will be addressed. Emphasis will be placed on the integration of ethics into criminal justice policy making and the establishment of defined values as a means of agency direction and activity.

### **CRJ 535 Management of Human Resources in Criminal Justice Agencies**

This course will examine the critical issues and strategic questions regarding managing human resources in criminal justice agencies. It will focus on human resource administration as a coherent, proactive management model. Current and future trends in personnel management will be examined in depth.

### **CRJ 540 Planning and Financial Management in Criminal Justice Agencies**

This course is an examination of the interactive process of strategic planning and financial management within an agency. An emphasis will be placed upon this process as a system of organizational development, with program budgeting as the visible product. Topics will include identifying, developing, and securing fiscal resources; comparisons of levels of planning; distinguishing between operational and managerial plans; the political context of criminal justice planning/budgeting as it relates to preparation, presentation, executive and legislative approval, execution, and audit; and enhancements and alternatives to an agency's routine funding base.

### **CRJ 545 Introduction to Forensic Science**

This course will serve as an introduction to the disciplines most recognized in the field of forensic science and how they apply to the criminal justice practitioner/administrator. This course is designed to offer information on the history of forensic science and "criminalistics" as well as the current technologies available today, including the procedures and methods of laboratory analysis. Methods to be covered include the recognition, protection, documentation, and collection of physical evidence; laboratory analysis of such physical evidence; and courtroom acceptance of new forensic technologies.

### **CRJ 546 Advanced Forensic Science**

This course will review the forensic science disciplines covered in CRJ 545 and introduce the student to the scientific techniques used in processing evidence found at investigations and scenes. This course is designed to allow the student to complete hands-on exercises in the forensic disciplines most commonly used in today's criminal justice environment.

### **CRJ 547 Forensic and Medicolegal Death Investigation**

This course will review the various forensic science disciplines that collectively represent the field of forensics known as forensic medicolegal death investigation. It will explore the complex relationship between law enforcement (the investigator) and the technical and often mysterious world of the medical professional (the pathologist and medical examiner). The course will survey investigative techniques currently having significant impact upon death investigation from a variety of perspectives, both legal and medical. These perspectives will include such areas as post mortem investigations by pathologists and on the scene investigations by the medical examiner, all determinative of how the law enforcement investigations will proceed. The course is designed to introduce students to various specialized areas of medicolegal aspects of death investigation, such as childhood death. An additional purpose of this course is to expand the students' exposure and understanding of the various death scene situations that they may encounter from both a law enforcement perspective and a medical perspective when there may not be trained medical examiners available on the scene. Students will be introduced to the scientific and investigative techniques used in processing evidence and information found in death cases that are discovered and retrieved during autopsy, toxicology studies, anthropological opinions, and various other forensic disciplines.

### **CRJ 548 Crime Scene Investigation and Management**

This course will introduce the student to the forensic techniques used in crime scene investigations (CSI), and the processing and retrieval of trace evidence such as DNA and other items of evidentiary value. Additionally, the course will introduce the student to accepted methodologies employed in contemporary crime scene management. Students will also explore and become familiar with commonly accepted forensic techniques, contemporary specialized techniques, and judicial expectations

and requirements demanded by the judicial process relative to the admittance of evidence collected by forensic crime scene investigators.

### **CRJ 550 Legal Issues in Criminal Justice Administration**

This course is an overview of the legal issues commonly facing managers in criminal justice agencies. Particular emphasis is placed on public employment law, including the hiring, promoting, disciplining, and discharging of employees; fair employment practices; and agency and administrator civil liability. Both state and federal statutory and case law will be examined.

### **CRJ 551 Legal Issues in Criminal Justice Agencies II**

*Prerequisite: CRJ 550*

This course is a continuation of CRJ 550. Offering further study of civil and administrative legal issues confronting today's law enforcement supervisors and managers, this course then addresses many of the criminal law issues that have become problematic in today's society. Many factors, including unprecedented scrutiny, a litigious society, greater awareness of individual rights, greater assertiveness of employee rights, and global media coverage (including the Internet and instant electronic media), contribute to the need for enhanced legal knowledge on the part of law enforcement managers. This course will address these numerous and complex issues. Through lectures, class discussions, written projects, case presentations, and examinations, students will develop a better understanding of the legal environment in which modern law enforcement supervisors and managers must operate successfully.

### **CRJ 552 Criminal Advocacy and Judicial Procedure**

This course is the step-by-step study of the process of a criminal case, from the preliminary hearing to the sentencing hearing, including an in-depth study of the rules of evidence and motions. Students will be asked to examine hypothetical criminal cases from both the prosecution and defense stand points. Additionally, students will be asked to become familiar with case law that has historically affected each of these processes and which have shaped our criminal justice system to the way it is structured today.

### **CRJ 553 Fundamentals of Civil Litigation**

This course is a step-by-step study of the process of a civil case, from the filing of a complaint to the jury instructions, to include an in-depth study of the trial and post trial motions. Students will be asked to specifically examine the Constitutional Law and how it relates to their own workplace situations.

### **CRJ 555 Information Resource Management for Criminal Justice Management**

This course includes techniques of data processing and information technology, with emphasis upon their use and application to criminal justice information management. Most particularly, the curriculum will examine the changing technology and systems available to criminal justice agencies, especially those that enhance interagency communications and coordination.

### **CRJ 560 Public Policy Making in Criminal Justice**

This course is designed to increase the knowledge of the student about policy development in criminal justice. Of specific concern will be problem identification and the movement of an idea or issue into public policy, with special emphasis on the participants in the criminal justice policy-making process. Course content will include indicators of problems that cause concern in criminal justice and elevate that problem to such a level that public policy making is required, strategic management of criminal justice policy, and the role of the criminal justice executive as an agent of change.

### **CRJ 565 Leadership Applications in Criminal Justice**

Contemporary literature holds that "managers do things right; leaders do the right thing." This course will offer an analysis of the most effective theories of organizational leadership, with a focus on their appropriate applications within criminal justice. Of critical importance will be the identification and discussion of those critical leadership skills necessary to advance a criminal justice agency.

### **CRJ 570 Future Studies in Criminal Justice**

Since Alvin Toffler's work in *Future Shock*, an increasing focus has been placed on "future studies," the analysis of trends and conditions affecting society or specific organizations. This course will examine the social, technological, economic, environmental, and political issues shaping Florida, its communities, and its criminal justice agencies now and in the future. A particular emphasis will be on preparing the student to anticipate and identify such future conditions, trends, and issues.

### **CRJ 575 Contemporary Issues in Criminal Justice Administration**

This course will provide in-depth informational coverage regarding various current issues relevant to

the administration of criminal justice. The focus will be on the application of this knowledge to both public policy making and the effective management of criminal justice organizations.

### **CRJ 581 Impact of Terrorism on Homeland Security**

This course is an introduction to political terrorism, ranging from low-level acts of threats and acts of violence that may represent significant risk to human life and property to large-scale acts of violence using "weapons of mass destruction" that may have devastating, long-term effects.

### **CRJ 582 Management of Critical Incident Operations**

This course will explore the role of various public safety personnel in managing disaster response operations. The nature of disaster, the complexities of disaster response operations, and the roles and responsibilities of various emergency management personnel will be examined. Students will gain an understanding of common post-disaster problems and how the emergency management community may overcome these challenges.

### **CRJ 583 Risk Identification and Assessment**

The overall goal of this course is to contribute to the reduction of the growing toll (deaths and injuries, property loss, environmental degradation, etc.) of disasters in the United States by providing an understanding of a process (the hazards risk management process) that provides a framework that may be applied at all levels of communities and governments to identify, analyze, consider, implement, and monitor a wide range of measures that can contribute to their well-being.

### **CRJ 584 Psychological Aspects of Critical Incidents**

This course is an examination of the psychological trauma that one experiences when involved in a catastrophic event. The learner will examine terrorism and natural and man-made disasters. The learner will also examine how the aforementioned catastrophic events cause psychological trauma, related psychological and physiological disorders, sense of community trauma and loss, and the impact of such incidents on the first responder. In addition, the course will examine preparedness and the role of the mental health profession, community response teams, peer support groups, critical incident stress management (CISM), and post-traumatic stress disorder (PTSD). The study of this phenomenon by first responders and emergency managers is essential in understanding the impact of trauma and allows for the development of treatment strategies that can effectively combat the debilitating effects of catastrophic events.

### **PSY 501 Introductions to Forensic Psychology**

This course is an examination of the intersection of psychology and law. The learner will examine the role of psychology in civil and criminal courts, police and correctional settings, investigative techniques, criminal issues, sexual assault and victim services. In addition, the course will examine the behavioral science assessment tools used in working with courts, criminals, victims and law enforcement.

### **PSY 505 Forensic Interviews and Interrogations**

This course examines the current practices, techniques and applications of interviewing and interrogation in a vast array of forensic settings including criminal investigations, psychological evaluations, behavioral analysis traumatology and victims (women, children and the elderly), military human exploitation programs, such as terrorists and High Value Target (HVT) interrogations. Students will learn current and relevant systemic influences for the solicitation of information which are the most accepted by the scientific and legal community. Ethical and reliability issues regarding torture and adverse conditioning factors will be explored. Specific areas to be covered include interpretation of verbal and physical behavior, causes of denial, deception and defensiveness as related to psychopathology memory enhancement, psychological theoretical models of confession, false confessions, critical analysis of interrogator intuitive judgments and ethical considerations involved with interviewing and interrogation.

### **PSY 510 Psychopathology of Criminal Behavior**

This course explores the clinical aspects of psychological disorders as they relate to criminal behavior. The focus will be a practical approach to understanding these psychological disorders and how they impact people in ways that lead to various kinds of criminal behavior. Topics will include the implications for law enforcement in dealing with psychologically impaired criminals, the impact of substance abuse and the use of psychiatric medications.

### **PSY 515 Courtroom Psychology**

This course investigates the relationship between psychology and the courts. The course will provide the student with an in-depth understanding of the psychological issues and related to legal process in



the courts, both civil and criminal. Topics include competency, civil commitment, insanity pleas, child custody, jury consultations, jury selection, sentencing, and expert witness qualifications. The course examines the practical implications of the professional interface between forensic psychology and organizations such as law enforcement agencies, correctional facilities and the court systems.

### **CRJ 590 Applied Project in Criminal Justice Administration**

*Prerequisites: CRJ 530, 550, 560, 565, and six electives*

This course is designed to be a capstone project in which the student will use all the skills, attitudes, and knowledge acquired from the program curriculum to address an important problem or launch a program initiative related to the administration of criminal justice. The objective of this course is primarily outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Criminal Justice degree requirements, students must demonstrate both a mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors. The curriculum guide to be developed for this course will contain a grading rubric to ensure systematic evaluations of students' levels of mastery.

## **Critical Incident Management**

### **Course Descriptions**

#### **CIM 575 Legal & Regulatory Aspects in Critical Incident Management**

This course examines various legal and regulatory issues impacting the critical incident management arena. Provides a historical analysis of emergency management law, including various homeland security and emergency management legal issues since September 11, 2001. Students will examine the role of federal, state, and local governments within this legal framework.

#### **CIM 576 Financial Management**

This course will examine various financial management and performance measurement concepts and techniques applicable to critical incident management. Students will analyze how the strategic management process impacts budgeting, financial management, and performance measurement. Case studies will be used to illustrate how governmental agencies are impacted by strategic planning and financial management strategies and outcomes.

#### **CIM 577 Policy & Politics in Critical Incident Management**

This course will explore the political and public policy environment applicable to critical incident management. The course considers the political dynamics of critical incident management and how politics plays a role in all phases of emergency and disaster management. Through the use of case studies, students will examine various public policy formulation and implementation issues, to include problem identification, stakeholder analysis, agenda setting, and interest groups.

#### **CIM 578 Leadership Application in Critical Incident Management**

This course is designed to provide students with an overview of contemporary organizational leadership theories and concepts. Special emphasis will be on effective leadership principles and practices applicable to the critical incident management arena. Students will analyze topics such as transformational leadership, motivation, effective organizational communication, group dynamics, how organizational culture impacts organizational climate, professional development, and individual and organizational ethics.

#### **CIM 579 Applied Research Methods**

This course will expose students to various techniques and concepts used in research and evaluation. Students will have the opportunity to practice the application of empirical findings to agency policies, procedures, practices, and programs applicable to critical incident management. This course will prepare students to identify a specific problem or program initiative for the Applied Project in Critical Incident Management (CIM 590).

#### **CIM 585 Social Dimensions of Disaster**

This course provides an overview of sociological research regarding disasters. Students will examine research findings relevant to individual, group, organization, and community responses to, and recovery from, disasters. Special focus will be on principles and concepts that govern the design and implementation of effective disaster warning systems, myths regarding disaster response and how people will behave, and theoretical principles and practices most applicable to the implementation of an effective local emergency management program.

#### **CIM 586 Hazard Mitigation**

An examination of the principles and practice of hazard mitigation at the local, state, regional, and



federal levels. Students will explore the tools, techniques, and resources applicable to planning for and implementing successful hazard mitigation programs. Emphasis will be on the intergovernmental relationships and strategies necessary for preventing future losses of life and damage to both public and private property.

**CRJ 581 Impact of Terrorism on Homeland Security**

This course is an introduction to political terrorism, ranging from low-level acts of threats and acts of violence that may represent significant risk to human life and property to large-scale acts of violence using "weapons of mass destruction" that may have devastating, long-term effects.

**CRJ 582 Management of Critical Incident Operations**

This course will explore the role of various public safety personnel in managing disaster response operations. The nature of disaster, the complexities of disaster response operations, and the roles and responsibilities of various emergency management personnel will be examined. Students will gain an understanding of common post-disaster problems and how the emergency management community may overcome these challenges.

**CRJ 583 Risk Identification and Assessment**

The overall goal of this course is to contribute to the reduction of the growing toll (deaths and injuries, property loss, environmental degradation, etc.) of disasters in the United States by providing an understanding of a process (the hazards risk management process) that provides a framework that may be applied at all levels of communities and governments to identify, analyze, consider, implement, and monitor a wide range of measures that can contribute to their well-being.

**CRJ 584 Psychological Aspects of Critical Incidents**

This course is an examination of the psychological trauma that one experiences when involved in a catastrophic event. The learner will examine terrorism and natural and man-made disasters. The learner will also examine how the aforementioned catastrophic events cause psychological trauma, related psychological and physiological disorders, sense of community trauma and loss, and the impact of such incidents on the first responder. In addition, the course will examine preparedness and the role of the mental health profession, community response teams, peer support groups, critical incident stress management (CISM), and post-traumatic stress disorder (PTSD). The study of this phenomenon by first responders and emergency managers is essential in understanding the impact of trauma and allows for the development of treatment strategies that can effectively combat the debilitating effects of catastrophic events.

**CIM 590 Applied Project in Critical Incident Management**

*Prerequisites: CIM 575, 576, 577, 578, 579, 585, 586, CRJ 581, 582, 583, and 584*

This course is designed to be a capstone course in which the student will use various knowledge and skills acquired from the program curriculum to address an important problem or launch a program initiative related to critical incident management. The objective of this course is tied to outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Critical Incident Management degree requirements, students must demonstrate both a mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors.

**Education**

**Course Descriptions**

**EDU 523 Introduction to Instructional Design**

An introduction to the systematic design of instruction. Topics include goal analysis, subordinate skills analysis, determining entry behaviors, contexts for learning, performance objectives, formative assessment, summative assessments, and motivational activities.

**EDU 524 Program Evaluation**

An introduction to gathering and interpreting data applicable to various aspects of improving human performance for the purpose of making management and instructional decisions. Topics include training/learning needs assessments, and best practices for assessing knowledge, comprehension, and transfer of knowledge, in relation to workplace learning and how these relate to return on investment.

**EDU 527 Adult Learning Theory**

This course is designed to give Master of Science in Instructional Design students the opportunity to explore various psychological theories of learning. There will be an emphasis on the application of

these theories in adult settings in education, training, and professional development. Using both group and individual projects, the students will gain the ability to apply the principles of instructional design in educational, military, and corporate settings.

### **EDU 528 Educational Governance and Professional Ethics**

This course provides students with knowledge of the organization and governance of U.S. education. Included are the study of political systems and their impact on public schools; historical antecedents and their influence on democratic values; and the study of the major education philosophies and their impact on curriculum. Current education issues and trends are presented. The program of study examines the legal rights and responsibilities of students and teachers, with a focus on the professional code of ethics and the responsibilities of teachers.

### **EDU 531 Specific Methods in Teaching Social Studies**

*Prerequisites: 12 hours in program completed; passing score on FTCE SAE*

This course explores methods and problems in the teaching of social studies in 6-12 schools. Topics include the alignment of long- and short-term planning with state (e.g., Florida Sunshine State Standards) and national standards. Field experience is required.

### **EDU 532 Instructional Strategies**

Applies learning theory to course development. Topics include the use of media for teaching/learning, active learning, instructional theories, and best practices for development of both synchronous and asynchronous courses.

### **EDU 533 Specific Methods in Teaching Mathematics**

*Prerequisites: 12 hours completed in program; passing score on FTCE SAE*

This course explores methods and problems in the teaching of mathematics in 6-12 schools. Topics include the alignment of long- and short-term planning with state (e.g., Florida Sunshine State Standards) and national standards. Field experience is required.

### **EDU 535 Specific Methods in Teaching Science**

*Prerequisites: 12 hours completed in program; passing score on FTCE SAE*

This course explores methods and problems in the teaching of science in 6-12 schools. Topics include the alignment of long- and short-term planning with state (e.g., Florida Sunshine State Standards) and national standards (e.g., biology, physics, chemistry). The subject specialization course is selected in advance of registration. Field experience is required.

### **EDU 537 Specific Methods in Teaching English**

*Prerequisites: 12 hours completed in program; passing score on FTCE SAE*

This course explores methods and problems in the teaching of English in 6-12 schools. Topics include the alignment of long- and short-term planning with state (e.g., Florida Sunshine State Standards) and national standards. Field experience is required.

### **EDU 541 Utilization of Instructional Technology and Media**

*Prerequisite: EDU 523*

This course will serve as an introduction to the effective use of instructional technology and media. Topics include planning for use of instructional media, graphics, audio and motion media, one-way and two-way communications, audio conferencing, videoconferencing, computers as tools for learning, producing, and evaluating the effectiveness of instructional technology and media.

### **EDU 542 Methods in Instructional Technologies**

This course explores the theory, research, and practice required for the effective application of instructional technologies in the classroom. Computer hardware and software applications to classroom teaching are included.

### **EDU 543 Advanced Instructional Design**

*Prerequisites: EDU 523, 527, 532*

This course is designed to help students explore the fundamentals of the instructional design process, including application of the principles of learning theory and instructional strategies to the instructional design process. Students will analyze, evaluate, and apply the principles of instructional design to develop educational and training materials for the resolution of instructional problems. Learners will engage in a variety of individual as well as team-based learning activities to complete each phase of the instructional design process as well as develop prototype instructional products.

### **EDU 545 Education Management and Organization**

This course offers a broad and critical analysis of classroom management issues. The program of study explores major theories on understanding the management of student behavior, with an exami-

nation of effective classroom policies, rules, and procedures. Parental involvement and strategies for creating a positive learning environment to meet the needs of all students are addressed.

#### **EDU 546 Reading in the Content Areas**

Students will examine current research and instructional approaches that focus on improving 5-9 student reading skills. This course is designed to address comprehension issues in the content area classrooms. Students will learn to develop an understanding of the challenges 5-9 students face while reading, how to identify reading demands in content areas, and how to develop lessons to include reading skills in the content area classroom. Field experience is required.

#### **EDU 547 Educational Assessment and Measurement**

This course introduces classical and modern measurement theory, practice, and the basics of applied statistics. The program of study examines the assessment of traditional classroom performance, including test construction and improvement. Standardized testing applications within the context of the classroom and school improvement are considered.

#### **EDU 548 e-Learning**

This course addresses the complex and multifaceted issues associated with the design, development, and implementation of e-learning programs. Students will explore instructional strategies and tools for development and delivery as well as teaching strategies, and management issues from both the faculty and institutional perspectives.

#### **EDU 550 Action Research in the Classroom**

*Prerequisite: 27-30 (depending on content specialty) hours completed in program or permission of the Director. Corequisite: EDU 580.*

Students will be exposed to processes/design and analyses associated with action research in the classroom. Students will design an action research proposal for implementation in the classroom. The research project must focus on improving scholastic outcomes for 6-12 students. This course is offered over two consecutive terms. Field experience is required.

#### **EDU 552 Diffusion and Adoption of Innovations: Change Management**

The study of the diffusion and adoption of innovations including models of change, research-based practice, adaptation due to contextual constraints, and the challenges particular to the adoption of technology in educational settings. Topics include systems theory, models of change, and issues of implementation.

#### **EDU 561 ESOL for Content Teachers**

*Prerequisite: 9 graduate credits or the permission of the Director*

This course is designed to provide content area teacher candidates with research-based theoretical and practical knowledge to meet the cultural, linguistic, and educational needs of English language learners (ELLs) in the State of Florida. The course will provide an overview of ESOL teaching methods, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, and testing and evaluation of ESOL in order for candidates to use culturally sensitive and research-based pedagogy to foster ELLs' learning of both content and language. Participants will conduct culture investigations, develop and modify lesson plans, evaluate curricular materials and resources, and examine issues in assessment for ELLs. Field experiences is required.

#### **EDU 562 ESOL 1: Applied Linguistics**

*Prerequisite: 9 graduate credits or the permission of the Director*

This course is designed to provide pre-service teachers at the graduate level a knowledge base in applied linguistics, a broad understanding of the theoretical underpinnings of the field of second language acquisition, and familiarity with issues in cross-cultural communication, language instruction, and assessment in order to meet the educational, linguistic, and cultural needs of English language learners (ELLs) as is mandated by the ESOL Consent Decree in the State of Florida. The course will address theoretical constructs of the field as well as exemplify research-based practical applications in the classroom for meeting the academic and communication needs of ELLs. Field experience is required.

#### **EDU 563 ESOL 2: Methods of Teaching and Testing/Evaluation**

*Prerequisite: EDU 562*

This course is designed to provide graduate students the theory and the necessary instructional methodologies to effectively meet the curricular needs of English language learners (ELLs) in the K-12 classroom. Reading and writing instruction, curriculum, testing, and evaluation as well as reading and writing in the content areas will be the emphasis of this course. Field experience is required.



### **EDU 576 Applied Project in Instructional Design**

This course is designed to be a capstone project in which the student will use all the skills, attitudes, and knowledge acquired from the program curriculum to address an important problem or launch a program initiative related to the field of instruction design. The objective of this course is primarily outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Instructional Design degree requirements, students must demonstrate both a mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors.

### **EDU 580 Internship**

*Prerequisites:* 27-30 (depending on content specialty) hours completed in program or permission of the Director; *passing score on FTCE: General Knowledge and Professional Education.*

*Corequisite:* EDU 550.

The internship is a full-time practice teaching experience in the classroom, which is taken in one of the two final semesters under the supervision of a qualified teacher and a University supervisor. Students apply the knowledge and skills acquired in professional preparation. The program of study involves a time block coinciding with daily schedules of teachers, usually from 8:00 a.m. to 3:30 p.m. The course is available only to students who have applied and been approved for student teaching through the office of Graduate Studies in Education. This is a pass/fail course. This course is offered over two consecutive terms.

### **EDU 602 Foundations in Reading**

This course provides the education major with the investigation of basic theories underlying traditional and recent approaches to the teaching of reading. It includes the study of the five essential components of the reading process: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. This course also provides the opportunity to interpret informal reading inventories and other diagnostic measures used for assessing the major elements of reading growth of the five essential components of reading. Field experience is required.

### **EDU 605 Elementary Reading Assessment and Intervention**

This course focuses on providing teachers with formal and informal assessment measures to use to determine students' literacy levels in the elementary school. This course also presents the students with knowledge and use of effective scientifically based intervention strategies. Field experience is required.

### **EDU 607 Theories and Practices of Curriculum**

This course is designed to provide insight in the historical, philosophical, social, and psychological foundations of curriculum. It will examine ways in which curricular theories and research inform curricular decisions, designs, and policies. Factors that impact curriculum development, implementation, and evaluation are studied. The purpose of the course is to help future and current administrators become instructional leaders.

### **EDU 610 Secondary Literacy, Assessment and Intervention**

This course focuses on providing teachers with formal and informal assessment measures to use to determine students' literacy levels in the secondary school. This course also provides the students with the knowledge and use of effective scientifically based intervention strategies. Field experience is required.

### **EDU 615 Instructional Leadership: Theory and Practice**

Scientifically based research best practices, within the context of current curricula models, to ensure student learning, with an emphasis on reading, and achievement through efficient and effective classroom management; instructional design, strategies, and materials; and evaluation practices are examined.

### **EDU 620 Special Education: An Introduction to Law, Ethics, Placement, and Diversity**

Laws governing special education, ethics, diversity/overrepresentation, and federal classification categories and placement are targeted in this course. Additionally, general information regarding high- and low-incidence disabilities will be covered.

### **EDU 621 Psychology of Learning**

This course provides an overview of the cognitive and social/emotional development of the child, young adult, and adult. The major focus of the course is a study of current psychological theories of learning, including motivation, cognitive processing, brain-based theories, recent concepts of intelligence, and the role of the education leader in fostering student learning and effective teaching.



**EDU 622 Managing Classroom Diversity**

This course examines the nature and needs of special student populations, including multicultural and exceptional students; the response of K-12 education to these diversity issues; adaptive strategies for the teacher or administrator that foster the development and learning in each student; and the management of these adaptations in an inclusive classroom. Offered once every two years.

**EDU 623 Psychology of Reading**

*Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director*

This course will examine the psychological substructure of reading. The course will examine the movement from traditional views of reading based on behaviorism to an understanding of reading and readers based on cognitive psychology. The course will also cover various models of reading and literacy development as well as theories underlying approaches to specific reading difficulties.

**EDU 624 Instructional Leadership: ESE**

Strategies to align curriculum, instruction, and assessment, using research-driven best practices for ESE students. The schooling needs of ESE students are examined, as well as the tools and strategies used by schools to meet those needs within the context of state and federal law and community expectations and resources.

**EDU 626 Communication Skills & Technology for Instructional Designers**

This course explores the theory, research, and practices required for effective application of verbal and written communication skills needed by instructional designers in their varied roles. Computer hardware and software applications relevant to instructional design and effective communication are included.

**EDU 627 Literature for Children and Adolescents**

This course will provide an overview of children and adolescent literature for use in the K-12 reading program. Students will learn how to choose effective literature from various genres and formats, including the use of literature to address the issue of diversity in the K-12 classroom. Additionally, strategies for the effective use of the literature with various levels of readers will be presented and discussed. Field experience is required.

**EDU 628 Educative Assessment and Accountability**

Research-based models for ensuring school effectiveness, accountability, and continuous quality improvement are examined. Considered are norm-referenced and criterion-referenced testing, standardized test score interpretation, data mining, data analysis, data reporting, and using data-based decision making to improve student achievement. Florida's system of school accountability and grading is studied.

**EDU 629 Current Theory and Practice in Reading**

*Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director*

This course will examine the current research in reading and its application to reading instruction and program development. The topics covered will include word recognition processes in reading, comprehension, learning to read, disorders of reading, brain and biological bases of research in reading.

**EDU 630 Measuring Learning & Performance**

This course considers introductory classical and modern measurement theory and practice, classroom test construction and improvement, and standardized testing applications.

**EDU 632 Research Methods**

The purpose and role of educational research in informing educational policy and decision making are studied. The research process, sampling strategies, and threats and controls to research design integrity are considered. Designs studied are non-experimental; pre-, true-, and quasi-experimental; single subject; and qualitative.

**EDU 633 Theories and Methods for SLD/EH**

This course focuses on etiology, theory, and intervention for students with specific learning disabilities and emotional disturbance. Attention is placed on theoretical implications for the educational planning, instructional management, and delivery of educational services in K-12 settings. Field experience is required.

**EDU 634 Theories and Methods of Intellectual and Developmental Disabilities**

This course focuses on etiology, theory, and intervention for students who are cognitively impaired, developmentally delayed, and/or physically impaired. Special attention is placed on theoretical ad-

vances in the treatment, prevention, and remediation of organic impairments in the K-12 setting, including assistive technology and adaptive curricula. Field experience is required.

### **EDU 635 Technology for Instruction and Leadership**

This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. Reliable and effective Web-based communication and modalities of e-learning are examined, including the development of a school technology plan.

### **EDU 640 Managing Students with Exceptionality**

This course examines the theories of behavior management in exceptional student education, with a focus on positive behavioral support. Students learn how to apply behavior management principles in the K-12 exceptional education classroom, to collect and analyze data, and to select appropriate interventions. Field experience is required.

### **EDU 641 Remediation and Correction**

This course focuses on providing teachers with concrete methods for locating and correcting reading difficulties. Emphasis is also placed on the use of strategic approaches to the teaching of reading.

### **EDU 645 Methods to Integrate Reading and Writing**

*Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director*

This course presents theory and current best practices in teaching the integration of reading and writing. Students will learn how to implement an integrated language arts program by analyzing the various methods used to explicitly teach the essentials skills and concepts in the field of language arts. Field experience is required.

### **EDU 646 Assessment for ESE: Evaluation, Interpretation, and Placement**

*Prerequisite: twelve graduate hours*

This course introduces the basic concepts of testing and measurement theory and explains the nature of assessment and evaluation. The course presents commonly used testing instruments and assessment procedures (both formal and informal and traditional and alternative assessments) used with exceptional students (K-12). Emphasis is on the selection of an appropriate comprehensive battery of tests and assessment measures, practice in administration and assessment activity, practice in scoring and interpretation for diagnosis and instruction, practice in reporting results, ability to establish a test environment, and training in ethics and requirements of fair testing, assessment, and evaluation. Field experience is required.

### **EDU 647 School Operations**

*Prerequisites/corequisites: EDU 649, 659, 688, and 662.*

*May not be taken in conjunction with EDU 661 and/or EDU 678.*

This course provides the student the opportunity to research school operational issues, engage in related field experiences, apply readings and experiences to application projects, submit application projects to peer and preceptor review, and to reflect. The field experiences are conducted over one semester (16 weeks) with a minimum of 120 hours to be invested in 19 required activities. The student is responsible for securing his or her mentor (high-performing principal or senior assistant principal) and necessary participation agreements.

### **EDU 649 Community School Relations**

Strategies to promote school and community cooperation and partnering are examined, as are methods of effectively communicating with students, parents, teachers, and other staff. Best practices for managing and effectively using school advisory committees are examined.

### **EDU 653 Collaborating in Inclusive Settings**

*Prerequisite: twelve graduate hours*

This course is designed to prepare special education majors with the knowledge of theories and research pertaining to consultation, working with teams of other professionals and collaborating with parents and professionals. Additionally, this course is designed to teach special education teachers skills for working with others in both collaborative and consultative models. Field experience is required.

### **EDU 656 Transition Planning for Students with Exceptionality**

*Prerequisite: twelve graduate hours*

This course explores the process through which students with exceptionality make the transition from school to adult life. The stages of career development, domains of transition planning, family and community roles in transition, and transition IEPs are discussed.

### **EDU 658 Leadership in the Development of Reading Programs**

*Prerequisite: EDU 602, EDU 546, EDU 605, EDU 610 or permission of the Director*

This course focuses on the planning and coordination of school-based/system-based reading programs from a leadership perspective. Students will design a sample program that could be implemented in a K-12 school setting. The role of the reading coach will also be discussed. Field experience is required.

### **EDU 659 Public School Law**

Examined are state and federal case, statutory, regulatory, and constitutional law pertaining to student and teacher rights and responsibilities, torts, student services, student and teacher records, and the relationship between church and state.

### **EDU 660 School Leadership: Theory and Practice**

The historical development of American public education organization is examined. School organizational models, policy issues, development, planning, and policy-making are studied from the systems and continuous quality improvement theories perspective.

### **EDU 661 Managing the Learning Environment**

*Prerequisites/corequisites: EDU 615, EDU 624, EDU 628, and EDU 635*

*May not be taken in conjunction with EDU 647 and/or EDU 678*

Research, theory, and best practices for improving the instructional program of the school and the process for school improvement are thoroughly examined. Students will engage in field experiences to apply the theory and best practices. The field experience is conducted over one semester (16 weeks) for a minimum of 120 hours to demonstrate mastery of the required competencies and skills. The student is responsible for securing his or her mentor (high-performing principal or experienced assistant principal) and necessary participation agreements.

### **EDU 662 Human Resource Development in Education**

State, federal, and case law on human resource management and development in education is examined, with emphasis on using human resources to foster student learning and achievement.

### **EDU 665 Educational Governance**

Studied are contemporary education issues, national educational reform initiatives, and the politics of education. The program of study examines the legal rights and responsibilities of students and teachers, including the professional code of ethics and the responsibilities of teachers.

### **EDU 669 Principalship: Theory and Practice**

*Corequisite: EDU 678*

Presented is a detailed examination of the instructional and managerial leadership roles, knowledge, values, and skills of an effective principal.

### **EDU 670 Action Research**

This course is designed to introduce students to action research, a qualitative approach to research. Students will develop an understanding of the research statistical foundations, and design, analysis, and evaluation of an action research project. Students will engage in an action research project on a topic that is appropriate to their discipline.

### **EDU 671 Research in Education**

*Prerequisite: completion of at least 24 credit hours or permission of the Director*

This course allows students to engage in a research project within their professional area. Under the supervision of a faculty mentor, students will select an area of interest and design and complete a graduate-level project geared toward developing in-depth understanding of the selected topic. Typical projects can be research papers or applied projects within a selected school. This is a pass/fail course that may require some fieldwork.

### **EDU 672 Instructional Design for ESE**

*Prerequisites: 24 graduate hours or permission of the Director and passing scores on the FTCE and the ESE Subject Area Exam.*

*Corequisite: EDU 674.*

The purpose of this course is to equip educators with valuable instructional strategies for working with diverse learners with exceptionalities. Methods from a broad domain of effective teaching practices will be identified, developed, and implemented in the teacher's classroom. Teachers will collect data on students' performance to evaluate their teaching strategies and improve their practice. This course will be offered in a 16-week format and must be taken concurrently with EDU 674.



**EDU 673 Supervised Practicum in Reading**

*Prerequisites:* EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director

This course requires the graduate student to work with several K-12 students in a classroom setting—diagnosing, prescribing, and implementing a reading plan for improvement. Students will apply "best practices" in reading instruction based upon concepts and research acquired in the prerequisite courses in the Reading Program. Field experience is required.

**EDU 674 Practicum in ESE: Action Research in the Classroom**

*Prerequisites:* 24 graduate hours or permission of the Director and passing scores on the FTCE and the ESE Subject Area Exam.

*Corequisite:* EDU 672.

Exceptional education students are required to complete a supervised practicum in a preK12 classroom that serves the needs of students with exceptionality and who are ELLs. This practicum may be completed in an inclusive or self-contained environment. During this practicum, students are expected to complete an action research project that has been approved by the university supervisor. This project must focus on improving outcomes for students with exceptionality. In addition, the graduate student will work with several K-12 students in a classroom setting - diagnosing, prescribing, and implementing a reading plan for improvement. Students will apply 'best practices' in reading instruction based upon concepts and research acquired in the prerequisite courses in the Reading Program. Grade is pass or fail. This course is offered across two consecutive terms and must be taken concurrently with EDU 672.

**EDU 676 A Practicum in School Leadership**

Under the guidance of a high-performing school leader (preceptor), the student engages in a 120-hour leadership practicum, employing the Educational Leadership Constituent Council (ELCC) Standards for the preparation of school administrators. Within the practicum, the student must successfully complete three applied projects that impact (1) curriculum and instruction; (2) student achievement; and (3) the school community. The student is responsible for arranging his or her practicum setting and preceptor and must satisfy all University and practicum setting requirements. Grading is pass/fail.

**EDU 678 Educational Leadership Practicum**

*Prerequisite:* 24 hours of coursework or Director's permission.

*Corequisite:* EDU 669.

*May not be taken in conjunction with EDU 647 and/or 661.*

Under the guidance of a high-performing school leader and Graduate Education faculty member, the student engages in a 150-hour leadership practicum employing all ten of the Florida Principal Leadership Standards. Within the practicum, the student must successfully complete three applied school improvement projects (modules) that impact (1) the school curriculum and instructional programs; (2) student achievement; and (3) the school's role within the community. The student is responsible for arranging his or her practicum setting and preceptor, and must satisfy all University and practicum setting requirements. Grading is pass/fail.

**EDU 688 Public-School Financial and Facilities Management**

The funding of education in the United States and Florida is examined. The process of planning, developing, justifying, implementing, and evaluating a school budget is studied. Accounting and auditing strategies and practices are considered. School building use and safety are examined.

**EDU 701 Ensuring Quality ESE Services**

The legal, research, and programmatic frameworks for ESE services are explored as are prevailing best practices. The responsibilities and role of the principal in ensuring the delivery of high-quality ESE services are thoroughly examined.

**EDU 702 Effective Reading & ESOL Instruction**

Research-based strategies for effective reading and ESOL instruction and prevailing best practices are studied. The specific role of the principal in ensuring effective reading and ESOL instruction across the school program is examined.

**EDU 703 Applied Educational Statistics**

This course considers the computation and interpretation of applied descriptive (e.g., measures of central tendency, variability, and position) and inferential statistics (e.g., t-tests, correlation, AVOVA, and multiple regression) used in education.



**EDU 704 Assessment & Accountability**

State and federal accountability frameworks are studied as is the use of assessment data to improve curriculum, instruction, and student achievement. Strategies to communicate assessment data to various stakeholder groups are explored. Emphasis is based on Florida's public education accountability system.

**EDU 705 Fostering High Quality Teaching**

Teacher selection, induction development, retention, and discipline are thoroughly examined as is the essential role of the principal in ensuring high quality ethical teaching.

**EDU 706 Instructional Technology**

The role of instructional technology as well as the role of the principal in ensuring effective deployment of such technology to foster improved curriculum, instruction, and student achievement is examined, with special attention given to reading, math, and science education.

**EDU 707 Leading the School Organization**

The historical development of public K-12 education in the United States and internationally is reviewed. The modern U.S. K-12 school is thoroughly examined as is the role of the principal in fostering a school culture and ethic supportive of continuously improving curriculum, instruction, and student achievement.

**EDU 708 Building Partnerships**

The theory, research base, strategies, and prevailing best practices for building partnerships to support a school's education program are thoroughly explored. The principal's centrality to effective partnership building, incorporating a community's diversity, is examined.

**EDU 711 School Leadership**

*Prerequisites/corequisites: EDU 707 and EDU 708*

Studied are leadership theory, research, and application; leadership ethics; strategic planning, ensuring a high-quality, safe learning environment; the school and school district relationship; and effective instructional and administrative leadership. The course includes an 80-hour practicum component.

**EDU 712 School Leadership Topics**

*Prerequisite: permission of Director*

Under the guidance of a high-performing school leader and faculty member, the student engages in a 160-clock-hour leadership experience employing all ten of the Florida School Leadership Standards. An applied project aimed at improving a specific school's curriculum, instruction, or student achievement is conducted.

**EDU 713 Program Evaluation: Introduction**

Examined are evaluation ethics and methods and models of inquiry used by educational organizations. Classroom, action, quantitative, and qualitative program evaluation methods are considered.

**EDU 714 Program Evaluation: Instrumentation and Analytics**

Studied are the ethical application of introductory descriptive, inferential, and correlation procedures commonly used in program evaluation. Emphasis is on the use of statistical data in decision making to improve curriculum, instruction, and student achievement.

**EDU 715 Program Evaluation: Design**

The application of continuous quality improvement policies, models, and research to educational products, processes, programs, and services is examined.

**EDU 716 American Higher Education**

The historical development and current system of higher education in the U.S. is studied. Focus is upon institutional diversity, state and federal roles in funding and management, demographic trends, and higher education's public image. Also examined are the various state systems of higher education.

**EDU 717 Student Affairs Administration**

This course is designed to provide an introduction to student affairs work in the college and university setting through a review of its historical context; philosophical and practical bases; organization and administration; specific programs; roles and responsibilities; contemporary issues and trends; and implications for student affairs professionals. Characteristics and attitudes of contemporary "traditional" and "non-traditional" students and how those are influenced by the various higher education environments are examined.

### **EDU 718 Higher Education Enrollment Management**

The course considers current concepts, techniques, and practices used in effective enrollment management programs, higher education recruitment programs, prospective student choice making patterns, using financial aid and scholarship tools to promote enrollment, evaluating current recruitment effectiveness, and effective student retention strategies.

### **EDU 719 Higher Education Curriculum**

Curricular development in colleges and universities is examined with emphases on historical influences, curricular trends, academic planning, and development. Strong emphasis is placed on serving students with disabilities.

### **EDU 720 Higher Education Law**

This course will enable students to form a functional understanding of the American legal system, the Florida and U.S. court structure, major legal issues in higher education, due process in handling legal issues in a higher education setting, tort law in a higher education, and contract law.

### **EDU 721 Higher Education Governance**

Examined are leadership and managerial concepts and practices, organizational theories, decision making, strategic planning, and policy formulation applicable to American higher education. Also examined are the American professoriate, faculty development, and faculty governance.

## **Social Work**

### **Course Descriptions**

#### **SWK 510 Human Behavior in the Social Environment I**

This course, the first of two required courses in human behavior in the social environment, is designed to prepare the student to understand human development across the life cycle, focusing on the interactions between and among systems (cultural, biological, social, psychological, and life-style) that make an impact on human development. This course will provide knowledge and an understanding of human development from conception across the lifespan. To illuminate this topic, an exploration of theories of change, and individual and family behavior as understood from a biopsychosocial and spiritual perspective is introduced. Theoretical explanations of development derive from the interactions of biological, psychological, and social sources, with special emphasis placed on systems theory.

#### **SWK 520 Social Welfare Policy**

A description of the major components of the social welfare system in the United States. This course includes the historical development and philosophy behind our present social welfare system and uses current social welfare programs as examples. This is a course designed to focus on the policy making process within the social welfare system. The primary emphasis of this course is on macro systems, not micro systems. The course will describe what social policy is and explore the various ideas, philosophies, beliefs, and attitudes that have led to the development of various social welfare programs in the United States. Recognizing the fundamental duty of the social work profession to promote social equity and justice, this course looks at the values that underlie various policy approaches and identifies policy shifts rooted in recurring tensions or controversies. Consequences of different policy approaches are examined in light of their impact on racial and ethnic minorities, gay men and lesbians, women, the poor, and persons with mental and/or physical challenges. The student will also look at international policy as a comparison.

#### **SWK 530 Methods of Social Work Practice with Individuals and Families**

This is the first required practice course in the graduate social work curriculum. Employing a generalist practice perspective, this course introduces students to social work values, knowledge, and skills essential for beginning social work practice with diverse populations. This course will introduce the student to generalist practice in social work, emphasizing the differences among micro, macro, and mezzo approaches. Building upon the liberal arts foundation courses, it is the first course in the social work practice sequence. Students will become familiar with the foundation of professional social work knowledge, values, and skills and will explore closely the ethical dilemmas inherent in social work practice. The NASW Code of Ethics will be used to study professional values. This course will examine systems theory, the ecological perspective, and the problem solving method in micro level practice. Students will begin to develop skills through the use of case presentation, role-play situations, video taping and feedback, and class discussions. Micro practice skills will be emphasized with particular attention given to the development of skills in working with ethnically, racially, and

gender sensitive cases. This course will present practice content on people of color, women, children, the aged, disabled, and gay and lesbian persons. It will emphasize the impact of discrimination, economic deprivation, and oppression of these groups.

### **SWK 540 Social Work Research Methods**

This course provides a detailed examination of the techniques and methods of social research as they relate to evaluation of social services and social work practice. The course is designed to introduce students to the scientific method of inquiry within the context of advanced generalist practice and research problems. Special attention will be given to applied research methodologies that will enhance the student's use of evidence-based social work knowledge and skills. The following topics are explored: hypothesis construction; formulating a research design; measurement; data collection methods; elementary and social statistical data analysis; and the ethics, politics, and uses of social research. Students are introduced to the various ways in which these underpinnings are designed to aid in the development of the appropriate language, knowledge, and skills for the application of research methods associated with advanced generalist social work practice.

### **SWK 550 Human Behavior in the Social Environment II**

*Prerequisite: SWK 510*

From a person-in-environment perspective, this course focuses on individual development over the life span; on the theories and knowledge about the range of social systems in which individuals live; how human behavior affects and is affected by these systems; how these systems promote or deter human health and well-being; and an introduction to critical thinking and an opportunity to apply its principles. In addition, this course covers issues of diversity, including practice issues with clients from differing social, cultural, racial, and class backgrounds; issues of social and economic justice and oppression; practice issues as they relate to clients belonging to populations at risk; and issues involved with systems of all sizes, including macro systems.

### **SWK 560 Methods of Social Work Practice with Groups**

*Prerequisite: SWK 530*

This course builds on SWK 530 in preparing students for a generalist approach to social work practice. This methods course is designed to provide students with an understanding of social work practice with groups using the classroom as a laboratory for developing group leadership skills. SWK 560 expands basic knowledge, values, ethics, and skills, with an emphasis on mezzo level problem solving. This course includes theories and techniques for planning, assessment, direct intervention, and advocacy with small groups and families. The strengths and problem solving methods of practice with small groups and families are emphasized. SWK 560 illustrates the relationship between micro and mezzo skills and continues an emphasis on ethical decision making and issues of diversity in social work practice. The goal of the course is to provide students with experiential learning opportunities for skill development in leading and becoming effective members in a variety of groups.

### **SWK 570 Methods of Macro Social Work Practice**

*Prerequisites: SWK 530 and SWK 560*

This course introduces macro practice concepts to the clinical social work student. The focus is on the exploration of leadership, administrative, planning, and community roles in social work practice. SWK 570 emphasizes the use of generalist skills in macro practice. The application of practice skills in problem identification and definition, assessment, data collection, planning, implementation, and evaluation are applied to macro intervention throughout the coursework. The course illustrates the relationship between, and the integration of, micro, mezzo, and macro skills, and continues the emphasis on ethical decision making and issues of diversity in social work practice. Various social work roles including that of advocate, activist, broker, and case manager will be explored.

### **SWK 580 Field Practicum I**

The purpose of Field Practicum I is to give students the opportunity to apply theory to social work practice. The student will engage in implementing generalist social work practice skills. Students are expected to participate at their field agency placement two days a week (16 hours a week). A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of beginning social work practice. The seminar will meet two hours per week for sixteen weeks.

### **SWK 590 Field Practicum II**

*Prerequisite: SWK 580*

The purpose of Field Practicum II is to give students the opportunity to apply theory to social work



practice. The student will engage in implementing generalist social work practice skills. Student are expected to participate at their field agency placement two days a week (16 hours a week). A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of beginning social work practice. The seminar will meet one and one half hours per week for sixteen weeks.

### **SWK 610 Leadership**

*Prerequisite: Successful completion of all foundation courses*

The purpose of this course is to help students become more effective leaders and to better understand the demands of leadership. The student will learn leadership knowledge and skills required to succeed in the workplace. The course defines leadership as a process of influencing an organized group to accomplishing its goals. Major research findings will be presented that can give leaders insight about how to become more effective in analyzing and responding to situations. The course builds on macro content taught in social work courses and theories of individual and group behavior presented in foundation courses on human behavior in the social environment.

### **SWK 615 Advanced Clinical Practice with Individuals**

*Prerequisite: Successful completion of all foundation courses and Leadership course*

This course builds upon the comprehensive understanding of the interactions of human behavior and the social environment explored in foundation practice courses. SWK 615 is designed to facilitate competent practice in the planned change process with greater depth and breadth and specificity for generalist social work practice. It provides increased knowledge and skills for the integration of values and ethics that will enable students to practice using an ecological perspective at the advanced level. Evidence-based practice is emphasized in the application of theory and the evaluation of practice.

### **SWK 620 Ethical Foundations in Social Work Practice**

*Prerequisite: Successful completion of all foundation courses*

This course builds upon the basic concepts and methods of scientific inquiry used to facilitate knowledge and evaluate practice. The following topics are explored: single case designs, needs assessment, program evaluation, and application of evaluation methods results to social work practice in both clinical and managerial settings.

### **SWK 625 Psychopathology**

*Prerequisites: Successful completion of all foundation courses*

This course is an advanced practice class that is required in both the advanced clinical practice and management concentrations. The course provides an overview of mental health assessment and diagnostic tools, including the Diagnostic Statistical Manual diagnostic criteria, and examines treatment strategies and techniques. Particular attention is paid to the relationship between the social environment, cultural influences, and emotional and mental health.

### **SWK 630 Advanced Clinical Practice with Couples and Families**

*Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655*

This course links theory and practice in consideration and application of the major models of family therapy. Family and couples issues of gender, ethnicity, empowerment, and multiculturalism are explored, as are intervention strategies in correcting maladaptive couple and family interactive patterns. The course illustrates the relationship between, and the integration of, micro and mezzo, with an emphasis on ethical decision making and issues of diversity in social work practice.

### **SWK 633 Advanced Clinical Social Work Practice with Older Adults**

*Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655, SWK 630, SWK 640, and SWK 645*

This course provides an intensive examination of practice issues related to strengths based, empowerment-oriented social work practice with older adults and their families. Students gain an understanding of developmental issues of adulthood and late life, as well as the application of empirically-supported assessment and interventions in real life situations. Students will apply a cultural competent approach by gaining an increased understanding of the needs, strengths and sociocultural diversity of older adults and their caregivers and applying culturally competent assessments, interventions, and evaluations.



### **SWK 635 Social Work Practice in the Military**

*Prerequisites: Successful completion of all foundation courses and SWK 610.*

This course provides a comprehensive and in-depth examination of the practice of military social work. This course provides a historical context and a thorough review of the specific practice of social work with the branches of the U.S. military. The course examines the unique culture of the military community and the issues facing military service members and their families.

### **SWK 640 Evidence Based Social Work Research Methods**

*Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655*

This course builds upon the basic concepts and methods of scientific inquiry used to facilitate knowledge and evaluate practice. The following topics are explored: single case designs, needs assessment, program evaluation, and application of evaluation methods results to social work practice in both clinical and managerial settings.

### **SWK 645 Field Practicum III**

*Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655*

The purpose of Field Practicum III is to give the student the opportunity to implement advanced social work practice theory and skills in either the advanced clinical practice concentration or the management concentration. The student is expected to participate at their field agency placement two days a week (16 hours a week). The student is expected to carry a caseload of 3-5 cases in order to implement interventions integrating advanced theories and interventions on all levels: micro, mezzo, and macro. Students will be prepared for autonomous advanced social work practice. A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of advanced social work practice. The seminar will meet one and one half hours per week for sixteen weeks.

### **SWK 647 Social Work Practice with Deployed and Re-Deployed Military Members and Their Families**

*Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655, SWK 630, SWK 640, and SWK 645*

This course provides an in-depth examination into the impacts of deployments on military members and their families. It includes a comprehensive review of new and emerging evidence-based individual, family, and community interventions designed to help military members and their families recover and adapt to these deployments. Students will obtain a thorough understanding of combat-related Acute Stress Disorder (ASD) or Post Traumatic Stress Disorder (PTSD), mild Traumatic Brain Injury (mTBI), Secondary PTSD, along with suicidality, substance abuse, and domestic violence among these member and their families. This course will enable graduate students to understand the prevalence, severity, impacts, and treatments of these conditions and problems. Students will be able to apply material from this course to their future clinical practice with active duty, National Guard, Reserve, retired, and separated military members and their families. They will be equipped for entry-level social work within on-post/base mental health and social service clinics/hospitals, Veteran's Affairs clinics/hospitals, community social service/mental health agencies, and private practice clinics.

### **SWK 655 Substance Abuse Assessment and Intervention (elective)**

*Prerequisites: Successful completion of all foundation courses and SWK 610*

This is an elective course which is available to MSW students who have completed the foundation curriculum. The course provides a comprehensive introduction to the assessment and treatment of persons with substance-related disorders. Attention is directed to the pharmacology and etiology of substance abuse and dependence, assessment tools and processes, and treatment options. Other topics explored in the course will include family dynamics, adult children of alcoholics, co-occurring disorders, and populations at risk of substance-related disorders.

### **SWK 660 Field Practicum IV**

*Prerequisites: Successful completion of all foundation courses and SWK 610, SWK 615, SWK 620, SWK 625, SWK 635 or SWK 655, SWK 630, 640, and 645*

The purpose of Field Practicum IV is to give the student the opportunity in implementing advanced social work practice theory and skills in either the advanced clinical practice concentration or the management concentration. The student is expected to participate at their field agency placement two

days a week (16 hours a week). The student is expected to carry a caseload of 3-5 cases in order to implement interventions integrating advanced theories and interventions on all levels: micro, mezzo, and macro. Students will be prepared for autonomous advanced social work practice. A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of advanced social work practice. The seminar will meet one and one half hours per week for sixteen weeks.

## **Theology**

### **Course Descriptions**

#### **PHI 502 Philosophical Foundations of Theology**

This course is a survey of the Western philosophical tradition from its beginnings in Greek thought to the twentieth century; it includes the reading and analysis of texts by Plato, Aristotle, Augustine, Aquinas, Descartes, Kant, and Nietzsche.

#### **THY 501 Hebrew Scriptures: History and Theology**

This course is a critical introduction to the history of ancient Israel through a literary-historical analysis of the biblical text, including a more focused study of key books, passages, and theological themes (e.g., covenant and prophecy). The course provides the students with adequate tools to pursue further study of the Hebrew Scriptures.

#### **THY 502 Christian Scriptures: History and Theology**

This is a critical introduction to the history and theology of the New Testament, including employment of contemporary tools of interpretation.

#### **THY 513 Worship, Sacraments, and Liturgy: Theology and Praxis**

This course continues the Christian ecclesial and personal understanding regarding worship, ritual, and sacraments. The praxis includes preparing and perhaps leading sacramental and ritual celebrations.

#### **THY 521 Christian Ethics I: Foundations**

This introduction to moral theology explores the basic principles and methods that will enable individuals to assess moral arguments and to give a credible theological defense of one's position on current moral issues. Christian ethics lays the foundations for discerning and living Christian life.

#### **THY 522 Christian Ethics II: Social Justice and Public Ethics**

This course explores the Catholic social teaching and social justice issues in business and politics. This course explores the great Catholic social teaching beginning with the papal encyclicals and then the letters of the American Bishops on peace, the economy, capital punishment, etc. (Students may substitute REL 523 for this course with permission of the Director.)

#### **THY 523 Christian Ethics III: Medical-Moral Issues**

This course studies the ethical principles related to medical-moral concerns, such as abortion, stem-cell research, sexual reproduction, and end-of-life issues.

#### **THY 550 History of Christianity**

This is an inquiry into theological, spiritual, and institutional history of Christianity from the time of Jesus until the present.

#### **THY 551 Abraham's Tent**

This course is a study of what Christians and Jews share, where they differ, and how they might work together for a more peaceful world.

#### **THY 555 American Catholicism: Theology, Spirituality, Culture, and History**

This course is a more in-depth look at the life and history of the Catholic Church in America, including its particular contributions to theology, spirituality, and liturgy. This course will also examine the cultural challenges to and misunderstandings of faith in the American Catholic context.

#### **THY 565 Ecclesiology**

Within the framework of systematic theology, ecclesiology examines the nature of the church and its emerging challenges. This course considers both classic insights and new directions in ecclesiology, including reflections on the nature and exercise of ministry in the church. Central to the course is a critical examination of two documents of the Second Vatican Council: The Dogmatic Constitution on the Church (*Lumen gentium*) and The Pastoral Constitution on the Church in the Modern World

(Gaudium et spes). In many respects, the entire course is an extended dialogue with these two foundational documents.

### **THY 566 History, Theology & Spirituality of the Diaconate**

This course offers the students an opportunity to examine the diaconate by examining its biblical, patristic, and canonical roots, its decline, and its ultimate renewal, authorized by the Second Vatican Council. The emergence of contemporary theologies of the diaconate will also be explored, based on a spirituality of the diaconate which is grounded in the deacon's sacramental initiation and ordination, coupled with an approach to diaconal ministry which is at once similar yet distinct from the sacerdotal ministry of the episcopate and presbyterate.

### **THY 568 Catechesis/Religious Education: Theory and Practice**

This course explores the theory and practice of catechesis, including such topics as theological foundations of catechesis and evangelization, learning theory and catechesis, the catechetical process and methods, adult faith formation, media and technology in catechesis, cultural contexts, and means of communication. Students will also explore how Christian evangelization is influenced by different cultural contexts.

### **THY 570 Christian Spirituality: History and Praxis**

The Catholic Church has a rich tradition of saints, heroes, and religious families who model how to live fully the Christian faith. This course will explore both the history and the theology of some of the great movements and schools, including Benedictine tradition as well as contemporary spiritual expressions.

### **THY 575 Christology**

This course will take students on a systematic investigation of the life, person, and work of Jesus of Nazareth. Participants will survey and analyze the revelation of Jesus in scripture, historical perspectives in Christology (including controversies, councils, and significant individuals), and contemporary perspectives.

### **THY 580 Theology and Spirituality of Ministry**

This capstone course examines the biblical and historical understandings of the theology and spirituality of ministry. It then looks at contemporary challenges and issues in ministry. The final outcome looks to articulate an apostolic as well as personal theology and spirituality of the minister. This course will include reflection on the student's ministry experience.

### **THY 582 Finding God in All Things:**

#### **The Apostolic and World-Embracing Spirituality of Ignatius Loyola**

This course will study the life and history of Ignatius of Loyola and will explore the Spiritual Exercises as a developmental approach to his apostolically based spirituality. Ignatian spirituality is "the mysticism of everyday life." (There will be opportunities outside of this course to make the Spiritual Exercises in everyday life.)

### **THY 587 Spiritual Direction**

This course will explore the role of the spiritual director or guide in helping directees follow the lead/direction of the Holy Spirit in their life. Besides exploring the art and principles of spiritual direction, the students will explore important themes that recur in spiritual direction—e.g., healthy and unhealthy images of God and of oneself, "spiritual darkness," and crisis and tragedy in the context of the pastoral mystery. Contributions coming from humanistic psychology will be integrated into the presentations to help understand the mystery of the human person coming for spiritual direction.

### **THY 589 World Religions**

Vatican II recognized God's presence in other religions and thus emphasized understanding and dialogue with them. This course studies a primal religion, Judaism, Islam, Hinduism, Chinese thought, and Buddhism.

### **THY 598 Introduction to Latin for Theology**

This course introduces students to the vocabulary, grammar, and syntax which will enable them to read Latin passages related to the study of religion and theology, especially as found in critical texts of ecclesiastical worship, teaching, theology, and canon law. This course is being taught in an intensive format. Each class meeting will be two hours in length. The major objective of the course is to develop the ability to read and comprehend Latin in its ecclesiastical and theological usages. In order to do that, students will need to know and understand the vocabulary, forms, functions, and syntax of the language. Another objective is to improve English vocabulary and writing skills through knowl-

edge of Latin words from which many English words are derived, an introduction to Latin expressions still in use, and a more solid understanding of grammar and language use.

**THY 599 Youth Ministry**

This course examines key socio-cultural and faith-development characteristics of adolescent life today and the broad foundations for doing youth ministry with and for young people. Participants will be encouraged to reflect upon and articulate their own vision of and hopes for youth ministry in their local contexts.

**THY 601 Management/Human Resources for Ministry**

This hands-on course in parish management includes the study of solid business and management principles integrated into a Catholic atmosphere of respect and dignity for each person on staff.

**THY 700 Special Topics**

This is a course in a particular theological or pastoral area.



# 3: Administration and Faculty

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Assistant Director  
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Assistant Academic Advisor  
Assistant Academic Advisor  
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# Notes

## 4: Directory for Correspondence

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Classes are also scheduled at classroom locations near several of these Centers.

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